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ABSTRACT

Efforts to coordinate state-level Right to Read activities are reported in this document by listing objectives and indicating what activities were undertaken in support of those objectives. The activities included four regional meetings of state Right to Read project directors during which the following four problem areas were discussed: training programs for local school personnel, comprehensive planning methods, needs for technical assistance, and the effective use of state education agency task forces. State officials' responses to these problems are tabulated and summarized, resulting in a list of conclusions and recommendations. Materials available from states' Right to Read organizations are also listed. (RL)

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COORDINATING RIGHT TO READ ACTIVITIES AT THE STATE LEVEL OF EDUCATION AND EDUCATIONAL GOVERNANCE

FINAL REPORT

JANUARY, 1976

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Under Contract No.: 300-76-0454

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CHAPTER I - INTRODUCTION

Although no Federal funds for any State Leadership and Training Projects became available until 1972, the Council of Chief State School Officers had already gone on record to support the national goal of literacy by 1980. At their annual meeting, November 1969, the following resolution was adopted:

> "BE IT RESOLVED *that the Council of Chief State School Officers re-emphasize with the U.S. Commissioner of Education the goal that by the end of the 1970's every child leaving our schools shall have the skill and the desire necessary to read to the full limit of his capability and urge that increased funds be provided for the achievement of this goal."*

Each year since 1969, the Council has continued to reaffirm its support for this effort and at the same time has provided leadership at both the National and State levels. National level leadership has been demonstrated through several successful Right to Read projects funded through the U.S. Office of Education. State Education Agency leadership is shown by the fact that all fifty states are now involved with the National Right to Read Effort; each has designated a State Right to Read Director, and virtually all States have officially declared that Reading and/or Literacy is a top priority.

On September 30, 1976, the Council of Chief State School Officers

and the United States Office of Education (National Right to Read) entered into a contract for "Coordinating Right to Read Activities at the State Level of Education and Educational Governance." The contract contained the following objectives:

Objective 1: Facilitate a systematic process for the exchange of successful state level Right to Read practices, processes, and materials, and for assuring improved understanding of the benefits of a coordinated state reading improvement plan among Chief State School Officers.

Objective 2: Establish a mechanism to facilitate the exchange of information concerning successful practices, processes, materials, and products generated in the "Right to Read States" such as:

- planning formats
- state legislation
- funding strategies
- evaluation
- needs of out-of-school populations

Objective 3: Develop and distribute among the SEAs a state-by-state report of Right to Read efforts and accomplishments in the various states.

The contractual period was from December 1, 1976, through December 31, 1977. (See Exhibit 1, next page)

To initiate this investigation, the project has built upon the

efforts and accomplishments of previous CCSSO Right to Read projects, discussion and consultation with Applied Management Sciences, Silver Spring, Maryland, who conducted "An Assessment of the State Agency Component of the Right to Read Program" (Contract NO. OEC 300-75-0263), and contact with approximately twenty State Right to Read Directors. Most importantly, the study drew upon the expertise, dedication and commitment of the seven (7) State Right to Read Directors who served as the Project Task Force. These individuals represent Oregon, California, Iowa, South Dakota, Indiana, Alabama and Massachusetts. The consultant to the project aided by reacting to all of the recommendations made by the Task Force. He also worked with the Project Director to develop the information exchange plan and also the strategies for coordinating state reading improvement plans.

This report, prepared under Contract NO. 300-76-0454, U.S. Office of Education, will explain in detail the accomplishment of the aforementioned three objectives.

In order to make this project and its final report as meaningful as possible to Chief State School Officers, other appropriate SEA personnel and, of course, to State Right to Read Directors, the Project's Task Force, Consultant and Director utilized the following plan and process to achieve the aforementioned three (3) objectives:

1. Examined the responses made by the twenty-six (26) Chief State School Officers who responded to the questionnaire used in the 1975 Applied Management Sciences study. (Information had been sought from thirty-one (31) States). See Appendix A for a copy of

the questionnaire.

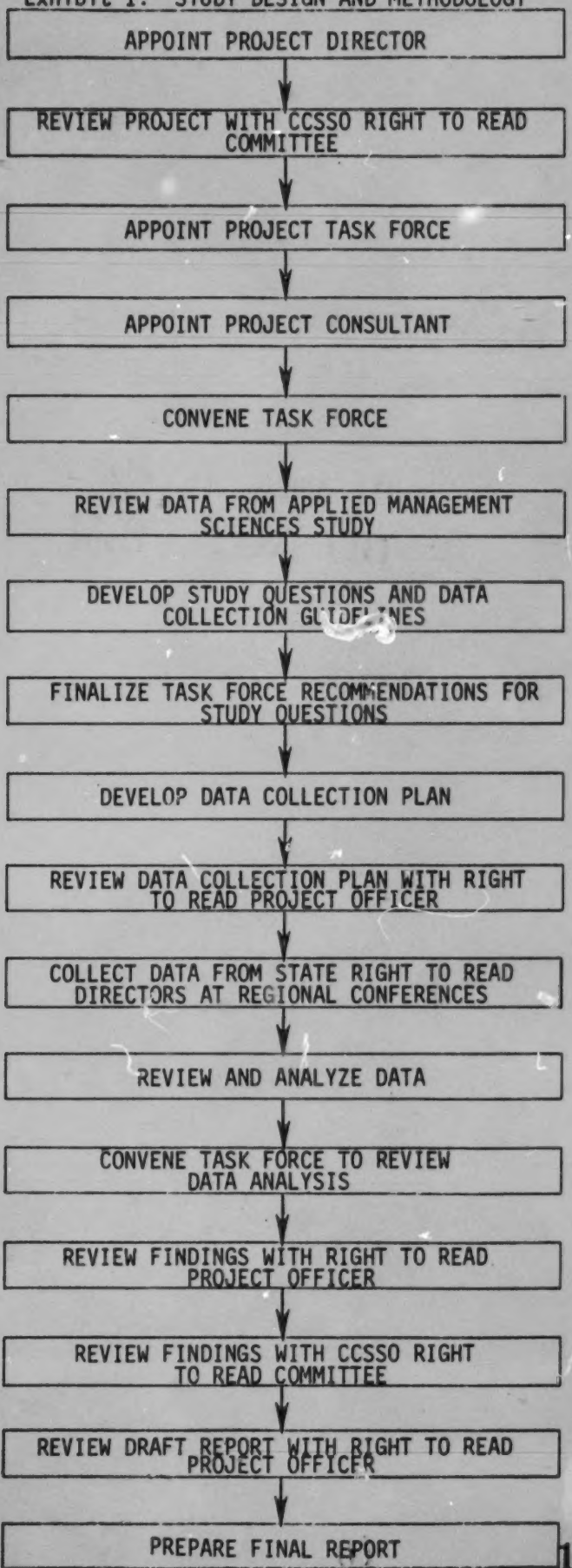
2. Requested the nineteen (19) Chief State School Officers whose States were not involved in the original AMS study to respond to the questionnaire. Fourteen completed the questionnaire.

3. Extracted, and analyzed the responses of forty (40) Chief State School Officers to Question #4 of the questionnaire:

"What are the problem areas of the Right to Read Program as you see it?"

The Project Task Force and the Project Director met for six days of meetings over the project period. The first meeting was in February, 1977; the second in June, 1977. Both were held in Kansas City, Missouri. In addition to those meetings, there were opportunities to convene during two different State Director's Conferences in Washington, D.C. Numerous telephone conversations, including a conference call, memoranda and letters were also exchanged. There were at least fifteen meetings between the National Right to Read Project Officer and the Project Director. When the project reached the point of gathering information from State Education Agencies, the Project Director attended four (4) regional conferences sponsored by the National Right to Read Office. These were in Kansas City, Salt Lake City, Boston, and Atlanta in September, 1977. The Project Director met with representatives of thirty-nine (39) States. Of this group, thirty-one (31) were State Right to Read Directors while eight were directly representing the State Director. Each of the four meetings consisted of a seminar between the State Directors present and

Exhibit 1: STUDY DESIGN AND METHODOLOGY


APPOINT PROJECT DIRECTOR
REVIEW PROJECT WITH CCSSO RIGHT TO READ COMMITTEE
APPOINT PROJECT TASK FORCE
APPOINT PROJECT CONSULTANT
CONVENE TASK FORCE
REVIEW DATA FROM APPLIED MANAGEMENT SCIENCES STUDY
DEVELOP STUDY QUESTIONS AND DATA COLLECTION GUIDELINES
FINALIZE TASK FORCE RECOMMENDATIONS FOR STUDY QUESTIONS
DEVELOP DATA COLLECTION PLAN
REVIEW DATA COLLECTION PLAN WITH RIGHT TO READ PROJECT OFFICER
COLLECT DATA FROM STATE RIGHT TO READ DIRECTORS AT REGIONAL CONFERENCES
REVIEW AND ANALYZE DATA
CONVENE TASK FORCE TO REVIEW DATA ANALYSIS
REVIEW FINDINGS WITH RIGHT TO READ PROJECT OFFICER
REVIEW FINDINGS WITH CCSSO RIGHT TO READ COMMITTEE
REVIEW DRAFT REPORT WITH RIGHT TO READ PROJECT OFFICER
PREPARE FINAL REPORT

the Project Director. A number of topics were discussed in order to gather information relative to successful State level Right to Read practices, processes and materials (for a complete list of the discussion topics, see Part III, Chapter 2 of this report).

The remaining sections of this report contain the following information:

Chapter II - Methodology

This chapter addresses three aspects of the study:

A. Supporting information relative to the completion of the objectives and activities mandated by the contract.

B. Documentation of data sources and respondents. This includes the specific activities of the Project Task Force and Project Consultant.

C. The list of discussion topics shared with State Directors and/or their representatives at the four (4) Office of Education sponsored meetings.

Chapter III - Summary of Findings

This chapter will also include the most current lists of materials that have been developed as part of the State Leadership and Training Program.

Chapter IV - Conclusions and Recommendations

CHAPTER II - METHODOLOGY

This chapter will address three aspects of the study:

I. Supporting information relative to the completion of the objectives and activities mandated by the contract.

II. Documentation of data sources and respondents. This includes the specific activities of the Project Task Force and Project Consultant.

III. The discussion topics shared with State Directors and/or their representatives at the four (4) Office of Education sponsored meetings.

I. Supporting information of the successful completion of both the project objectives and project activities as required by the contract (NO. 300-76-0454) between the Council of Chief State School Officers and the U.S. Office of Education.

Objective 1: Facilitate a systematic process for the exchange of successful state level Right to Read practices, processes, and materials, and for assuring improved understanding of the benefits of a coordinated state reading improvement plan among Chief State School Officers.

ACTIVITY	IMPLEMENTATION
1.1 The President of the Council of Chief State School Officers, through the Office of the Executive Secretary, will inform the Council membership of the purposes, goals, and broad activities of the Right to Read Project.	1.1 In CCSSO Memorandum 69-76, September 10, 1976, all Chief State School Officers were informed of the Project.
1.2 The Executive Secretary of the Council of Chief State School Officers will designate a director for the Right to Read Project.	1.2 On November 3, 1976, the Executive Secretary announced the appointment of Stanley P. Weissman as the Project Director

ACTIVITY	IMPLEMENTATION
1.3 The Chairman of the Right to Read Committee of the Council of Chief State School Officers will convene a meeting of said committee for purposes of reviewing, with assistance from the Project Director, the details and implications of the Right to Read Project.	1.3 The newly appointed Project Director met with the CCSSO Right to Read Committee on November 15, 1976. The Committee, in turn, reported to the membership later that week during the Annual Meeting in Salt Lake City, November, 1976.
1.4 The Project Director, with approval from the Right to Read Committee, will identify seven state Right to Read directors who will be invited to serve as members of a Right to Read Task Force. 1.4.1 The appointed Task Force will function as an advisory/work group for efforts relating to coordinating the use of resources and for developing a Right to Read information exchange. 1.4.2 The Project Director, with the assistance of the Right to Read Committee, will determine how many meetings will be needed by the Right to Read Task Force noted in 1.4.	1.4 The following persons comprised the Task Force: Ninette Florence - Oregon Nell Hause - Alabama A. Joyce Levin - South Dakota Bill Riess - Iowa Fred Tillman - California Gail Tissier - Indiana Joe Tremont - Massachusetts All seven individuals were approved by the CCSSO Right to Read Committee at their meeting in Salt Lake City, November, 1976. The Committee also approved a minimum of two Task Force meetings.
1.5 The Project Director, with assistance from the Right to Read Committee, will determine the number, date, location, and purposes of subsequent meetings required by the Committee.	1.5 During the November 15, 1976, meeting it was determined that the CCSSO Committee and the Project Director would meet during the Council's Legislative Meeting, March, 1977, the U.S. Commissioner of Education's Conference for Chiefs, May, 1977, and again at the Annual Meeting in Chicago, November, 1977. The purposes would be to update the Committee on the progress of the Project and to receive additional input and recommendations about the Project. All three of the meetings were held as originally planned.

ACTIVITY	IMPLEMENTATION
1.6 The Project Director will identify an individual to serve in a consultative capacity to both the Project and Project Director and request approval for this individual from the Right to Read Committee.	1.6 Hugh Schoephoerster, former State Right to Read Director of Minnesota, was identified as the Project Consultant and approved by the Committee at the Annual Meeting, November, 1976, in Salt Lake City.
1.7 The Project Director will convene a meeting of the Task Force. 1.7.1 The Task Force will identify the problems, issues and information required so that an information exchange plan can be developed.	1.7 The first meeting of the Project Task Force was held February 23-25, 1977, in Kansas City, Missouri. 1.7.1 At that time, the Task Force and Director: 1. Examined the responses made by the twenty-six (26) Chief State School Officers who responded to the questionnaire used in the Applied Management Sciences study. (Contract NO. 300-75-0263). 2. Requested the nineteen (19) Chief State School Officers whose States were not involved in the original AMS study to respond to the questionnaire. 3. Extracted, and listed, the responses of Chief State School Officers to Question #4 of the questionnaire. 4. Classified the Chiefs' responses into four categories: A. Purpose and Scope B. Planning and Coordination C. Human Resources D. Support and Commitment 5. Converted the statements within each category into one or more "problem type" questions.

ACTIVITY	IMPLEMENTATION
	EXAMPLE: A. Purpose and Scope 1. What steps have been taken that promoted an understanding of Right to Read in your State? (purposes, objectives, timeliness, etc.) 2. What steps/strategies were effective in your State that resulted in getting consensus on your Criteria (Standards of Excellence?) Similar questions were posed for the other three categories. This strategy was suggested since the response to the "problem question" could assist in surfacing certain practices and/or processes which then might be labeled as "successful."
1.7.2 The Project Director will request, from the Task Force, suggestions by which the necessary information can be obtained from the states.	1.7.2 The Task Force suggested that information could be obtained from the states through the use of a questionnaire sent annually to each state, a case study approach, the use of a one-time survey and, finally, to have the Project Director arrange to meet with State Directors.
1.7.3 The Task Force with the assistance of the Project Director, will develop a series of recommendations about information exchange strategies.	1.7.3 The Task Force recommended that the Project Director meet with State Directors in order to obtain all necessary information. This could be done by having a national conference, regional meetings or other types of small group sessions.
1.7.4 The Task Force, with the assistance of the Project Director, will develop a rationale for coordinating reading and reading related projects within the state.	1.7.4 The Task Force wrote a rationale on WHY reading and reading related programs within the state should be coordinated.

ACTIVITY	IMPLEMENTATION
	NOTE: These are NOT in priority order. - To minimize duplication of efforts - Because multiple funding sources address reading development - To provide cost effectiveness (accountability) - Because the financial crunch demands the best of the resources available - Because of the influence of reading success (or failure) on poverty, crime, social problems, etc. - Because the total is greater than the sum of the parts - To give increased clarity in identifying and reporting accomplishments - To create environment for change - To synthesize concerns - To foster new planning efforts - To support on-going planning efforts - To give impetus for effectively advancing literacy (reading) - To give credibility and visibility for elementary and secondary education - Because of increased expectations of society for reading improvement
1.8 The Project Director will engage the services of the identified consultant to consider Task Force recommendations and to develop, in cooperation with the Project Director, both an overall information exchange plan and a plan for assuring an understanding of the benefits of coordinating state reading improvement plans.	1.8 The Project's consultant and Director met in Washington, D.C. March 30-31, April 1, 1977, to review the recommendations made by the Task Force at its meetings in February, 1977. The consultant re-defined and modified the "problem questions" that had been suggested by the Task Force. Both the information exchange plan and the plan for assuring an understanding of the benefits of coordinating state reading improvement programs were developed. The consultant and the Project Director agreed that the most appropriate way to assure the success of both plans would be for the Project Director to meet with State Right to Read Directors. These plans are described in Chapter III.

ACTIVITY	IMPLEMENTATION
1.9 The Project Director will submit the plans, as developed, to the CCSSO Right to Read Committee for its review and approval by April 15, 1977.	1.9 The Project Director submitted the plans to the appropriate CCSSO committee March 6, 1977 during the Chiefs' Legislative Meeting in Washington, D.C. The report and the plans were accepted with enthusiasm, and approval was given to proceed with the contract.
1.10 The Project Director will review the plans, as approved, with appropriate representatives of the National Right to Read Effort by May 15, 1977.	1.10 On March 10, 1977 the Project Director and the U.S. Office of Education's (National Right to Read Office) Project Officer met to share the plan previously approved by the CCSSO committee.
1.11 The Project Director will share the approved plans with the Task Force.	1.11 The Task Force was notified by mail of the approved plan.

Objective 2: Establish a mechanism to facilitate the exchange of information concerning successful practices, processes, materials, and products generated in the "Right to Read States" such as:

- planning formats
- state legislation
- funding strategies
- evaluation
- needs of out-of-school populations

ACTIVITY	IMPLEMENTATION
2.1 The Project Director will commence implementation of the plans by meeting with the CCSSO Right to Read Committee (May, 1977) to share the National Right to Read's reactions to the plan and to request comments and recommendations designed to assist in the implementation process.	2.1 The Project Director, on May 11, 1977, met with the CCSSO Right to Read Committee, to share the reactions to the plans by the National Right to Read Office. The Committee approved the report and recommended that the Project continue its activities in accordance with the contract.
2.2 The Project Director will convene a second meeting of the Task Force no later than June 15, 1977. 2.2.1 The Project Director will update the Task Force about the plans. 2.2.2 The Task Force, with assistance from the Project Director, will design a process to facilitate the exchange of the information relative to successful practices and materials. 2.2.3 The Task Force, with assistance from the Project Director, will design specific strategies that will aid Chief State School Officers to initiate and maintain the "coordinating concept plan".	2.2 The second meeting of the Project Task Force was held in Kansas City, Missouri on June 1-3, 1977. All members were present. The Project Director presented the approved plans to date and shared the fact that both plans had been reviewed, and approved, by both the appropriate CCSSO Committee and the Project Officer from the National Right to Read Office. The Task Force also approved the idea of the Project Director meeting with State Right to Read Directors in order to effectuate the exchange of information relative to successful State level Right to Read practices, processes and materials. It was at this meeting that the series of discussion questions to be shared with the State Directors were finalized. These are listed in Part III, Page of this chapter. The Task Force also designed specific strategies to aid Chief State School Officers to initiate and maintain the concept of coordinating all State level programs that contain a reading or reading related component.

ACTIVITY	IMPLEMENTATION
2.3 The Project Director will utilize the services of the consultant to review the Task Force recommendations relative to activities 2.2.2 and 2.2.3, above, and then to assist in the construction of an appropriate dissemination mechanism.	2.3 The Project consultant reviewed, and concurred, with all Task Force recommendations. The consultant also suggested several appropriate dissemination strategies. The mechanism that was developed was for the Project Director to meet with State Directors in a seminar type conference.

Objective 3: Develop and distribute among the SEAs a state-by-state report of Right to Read efforts and accomplishments in the various states.

ACTIVITY	IMPLEMENTATION
3.1 The Project Director, with assistance from the consultant, will develop a format for presenting both the information exchange process and the "coordinating concept", no later than August 1, 1977.	3.1 The format, as defined in this study, is the plan for preparation and arrangement of the final report. In this study, the consultant and Project Director, developed the following format or plan: 1. The Project Director will meet with State Directors at each of four (4) OE sponsored conferences. 2. At each conference, the Project Director and the State Directors will discuss those topics listed in Part III of this chapter. 3. The Project Director will collate the information obtained and organize the final report into four (4) parts: Introduction, Methodology, Findings, and Conclusions and Recommendations. A conference telephone call between the Project Director and all members of the Task Force on August 22, 1977 finalized the format. Separate telephone conversations were also held between the Project consultant and the Project Director.

ACTIVITY	IMPLEMENTATION
3.2 Since this format will ultimately constitute the basis of the Project's final report, it will be submitted to the CCSSO Right to Read Committee for its review and approval.	3.2 This format was presented to the CCSSO Committee on November 14, 1977 at the Chiefs' Annual Meeting in Chicago. Additionally a memorandum was sent August 30, 1977 to all Chief State School Officers explaining the Project Director would be attending the four (4) OE regional meetings. The memorandum, NO. 69-77, also encouraged Chiefs to send their State Director to one of the conferences. A separate memorandum was sent to State Directors on August 25, 1977 apprising them of the format and also encouraging them to attend one of the regional conferences.
3.3 The Project Director will then submit this draft to appropriate representatives of the National Right to Read Office for their review and approval.	3.3 Approval of the format was received from the National Right to Read Office.
3.4 The Project Director, with assistance from the Task Force and the consultant, will prepare the final Project report.	3.4 In process
3.5 The Project Director will submit an original and fourteen (14) copies of the report to the National Right to Read Office.	3.5 In process
3.6 The Project Director will submit a copy of the final report to each member of the CCSSO Right to Read Committee and to the Project Task Force.	3.6 In process

ACTIVITY	IMPLEMENTATION
3.7 The Project Director will forward a copy of the final report to each State Right to Read Director.	3.7 In process
3.8 The Project Director will also submit the final evaluation report to the appropriate representatives to the National Right to Read Office no later than forty-five (45) days after the completion of the project.	3.8 In process

II. Documentation of data sources and respondents. This includes the specific activities of the Project Task Force and Project Consultant.

Information relative to successful State level Right to Read practices, processes, and materials was gathered through discussions between State Right to Read Directors and the Project Director. These discussions took place in September, 1977, during four (4) regional conferences that had been sponsored by the National Right to Read Office (U.S. Office of Education). Thirty-nine (39) states were represented. Of this group, thirty-one (31) were State Right to Read Directors while eight were directly representing the State Director. The OE meetings were held in Kansas City, Salt Lake City, Boston and Atlanta.

The seminars revolved around four (4) specific areas that had been identified by the Project Task Force, Project Consultant and Project Director. The four discussion areas were:

Training for LEA Administrators
Technical Assistance
SEA Task Force
Comprehensive Planning

These four areas were selected because they most closely matched the overall concerns of the forty (40) Chief State School Officers who detailed what they saw as the "problems" with Right to Read. The following sections will indicate the process that the Project's Task Force, Consultant and Director utilized to arrive at the final four discussion areas and the discussion topics:

A. Examined the responses made by the twenty-six (26) Chief State School Officers who responded to the questionnaire used in the 1975 Applied Management Sciences study. Questionnaires had been mailed to thirty-one (31) Chiefs by A.M.S.

B. Requested the nineteen (19) Chief State School Officers whose States were not involved in the original AMS study to respond to the questionnaire. Fourteen of the 19 responded.

C. Extracted, and listed, the responses of forty (40) Chief State School Officers to Question #4 of the AMS questionnaire:

"What are the problem areas of the Right to Read Program as you see it?"

D. There were twenty-six (26) different responses. They were as follows:

NOTE: NOT listed in any particular or priority order.

More personnel to assist LEAs
Lack of funds
Too much too quickly
Broader base of support
Coordination with higher education and other agencies
Right to Read - unclear in terms of roles and objectives
Dissemination
Long range planning
Reaching every child
State (SEA) support
Coverage
Coordination and cooperation of Right to Read with multi-funded programs
Models of exemplary programs

Released time for in-house (LEA) reading leaders for training and to do training
Lack of reading expertise
Unavailable reading "experts"
Pre-service training
In-service training
Released time for teachers
Can't say
More personnel to assist LEAs
Right to Read's effect on student achievement
More technical advisors (e.g. consultants)
Consensus in reading with regard to Criteria of Excellence within a State
Reallocation of funds
Reading (Right to Read) not a money program for LEAs
Right to Read perceived only as elementary program, and not K-12 effort

E. It was felt that some logical order was needed. Therefore, the twenty-six(26) responses were placed into one or more of four categories. The categories were arbitrarily chosen. These categories were as follows:

Purpose and Scope
Planning and Coordination
Human Resources
Support and Commitment

The twenty-six problem areas identified by Chief State School Officers were listed under these categories as follows:

1. Purpose and Scope

Too much too quickly
Unclear roles and objectives
Coverage
Reaching every child
Effect on student achievement
Consensus on Criteria of Excellence within a State
Elementary, rather than K-12, Effort

2. Planning and Coordination

Too much too quickly (duplication)
Long ragne planning (comprehensive planning)
Coordination with higher education and other agencies (ABE, Title I, Early Childhood, et al)

Coordination and cooperation of Right to Read and multi-funded programs (for a comprehensive reading effort)
Dissemination
Models of exemplary programs

3. Human Resources

More personnel to assist LEAs
Lack of reading expertise
Unavailability of reading experts
Pre-service training
In-service training
More technical advisors/consultants

4. Support and Commitment

Lack of funds
Broader base of support
SEA support
Reallocation of funds
Problem of Right to Read not being a money program for LEAs
Released time for LEA leaders
Released time for LEA teachers

F. The Next step was to "convert" similar statements in a category into a "problem." This strategy was suggested since the response to the "problem question" could assist in surfacing certain practices and/or processes which then might be labeled as "successful."

1. Purpose and Scope

a. What steps have been taken that promoted an understanding of Right to Read in your state? (purposes, objectives, timelines, etc.)

b. What steps/strategies were effective in your state that resulted in getting consensus on your Criteria (Standards) of Excellence?

c. What indicators do you have that there is a relationship between Right to Read and improved student achievement in your State?

2. Planning and Coordination

a. What steps/strategies/procedures have been successful in comprehensive planning for improving reading in your State? (needs assessment, organizational structure, 505 Literacy Project, delivery of services, etc.)

b. What steps/strategies/practices have been successful in developing internal coordination within the SEA related to Title I, ABE, Title IV, Special Education, etc.?

c. What steps/strategies/practices have been successful in developing coordination outside the SEA with agencies and organizations? (Higher Education, Teacher Associations, IRA, ASCD, Intermediate or Regional Service Units, Administrative groups, etc.)

d. What steps/strategies/practices have been successful in dissemination related to exemplary program, SEA efforts, etc.?

3. Human Resources

a. What sources/procedures have you used to obtain personnel who have effectively provided competent assistance to LEAs? (T/A, consultative, staff development, from within LEAs, Higher Education, SEA, etc.)

b. What did you do to improve the competencies of teachers to teach reading? (Within SEA, LEA, Higher Education, etc.)

c. What did you do to improve the leadership skills within LEAs (from within LEAs, Higher Education, SEA)

4. Support and commitment

a. Since the SEA has no Right to Read funding for LEAs, what has the SEA done that resulted in LEA commitment to the reading effort? (human, material, financial)

b. Since Right to Read has limited funding, how have new SEA human, material, and financial resources been directed toward the statewide reading effort since the advent of Right to Read in your State?

c. How would you use additional funds in reading to improve administrative leadership and teacher competencies in reading? (or, rank/rate these ways to improve administrative leadership and teacher competencies)

G. The Task Force, Consultant, and Project Director then examined the responses the 40 Chiefs had made to the list of sixteen (16) National Right to Read objectives in the AMS study. The four (4) that received the highest priority are also four of the activities that must be addressed by SEAs in their applications for Federal funds under the National Right to Read's State Leadership and Training Program. An overwhelming number, 71.4% felt that the most important task is providing training for LEA Right to Read Directors. 52.4% saw the need for developing a comprehensive plan to overcome literacy problems. Along that same line, 50% also saw the need for technical assistance in the areas of planning, assessment, and evaluation of programs. Sixteen Chiefs, or 39%, revealed the need for encouraging cooperation across agencies at the State and local levels.

H. The group could now isolate the four areas which would comprise the major focus of the study. As previously listed, the four areas which would constitute the discussion topics with State Directors were:

Training programs for LEA personnel
Comprehensive planning
Technical Assitance
State Education Agency Task Force

It is highly significant that the four (4) areas that emerged for this study are also those that State Education Agencies must address when applying for National Right to Read's State Leadership and Training Grants. The funding requirements for these grants have been published in the Federal Register, Volume 41, NO. 103, May 26, 1976.

I. The Task Force, Consultant and Project Director were now able to modify the original questions and set up a series of topics which would form the basis for the seminars with the State Directors. These follow in the next section -- Part III of this Chapter.

III. The following is the complete list of discussion topics utilized by the State Directors and the project director during the four Office of Education sponsored meetings, September, 1977.

PART A - SEA LEADERSHIP AND TRAINING MODEL

1. What percentage of training for LEA Administration in your state (training required by state leadership and training grants) was provided by various groups or agencies during the past two grant periods? e.g. state staff, private organizations, higher ed., National Right to Read, previously trained LEAs.
2. Who receives the Right to Read leadership training in your state?
3. What were the three topics of the training for LEA administrators (LEA Reading Directors) in your state that received the most emphasis.
4. How did your state determine that LEA leadership training for the three topics identified in Question 3 was successful?

5. Can you offer three (3) factors which your state believes contributed to the success, or lack of success, of the training topics identified in Question 3.

PART B - SEA TECHNICAL ASSISTANCE

1. What were the three (3) most requested types of technical assistance, at the LEA level, as related to Right to Read in your state this past year?
2. What percentage of the technical assistance at the LEA level was provided by various groups or agencies during the past two grant periods? e.g. state staff, private organizations, higher ed., National Right to Read, previously trained LEAs.
   NOTE: SEA means State Right to Read Staff, unless stated otherwise.
3. Who received the technical assitance at the LEA level? (e.g. percentage of time given to LEA Reading Directors, teachers, etc.)
4. How did your state determine that technical assistance services identified in Question 1 were successful?
5. Can you indicate no more than three (3) changes which have occurred in your state as a result of the technical assistance provided to LEAs since the Right to Read program began.

PART C - SEA TASK FORCE

1. What staff positions constitute the current membership of your

SEA Task Force (Title I, A.B.E., Social Studies, etc.)

2. How was the membership selected?
3. Are there any other positions your state would want on the SEA Task Force? If yes, which ones?
4. Were the positions represented by the Task Force members an important factor in effectiveness? Why?
5. What indicators of effective coordination do you have?

6a. How often does the SEA Task Force meet?

6b. Is this frequency of meetings important to Task Force effectiveness? Why?

7a. Does the SEA Task Force advise directly the Chief State School Officer on policy related to reading coordination?

7b. If yes, how?

8a. Does the Chief have a direct role in policy of the Task Force?

8b. If yes, briefly explain the role.

9. If the Chief does have a role in terms of the policies of the Task Force, does this contribute to the effectiveness of the Task Force?
10. Are there any other factors that your state feels contributed to the Task Force's effectiveness in internal coordination?
11. Would additional Right to Read funding increase effectiveness of your SEA Task Force in internal coordination? If yes, how?
12. What constraints to internal coordination by the Task Force were most important?

PART D - COMPREHENSIVE PLANNING

Consider the major groups/agencies identified below that may have been instrumental in the comprehensive planning of Right to Read in your State:

1. ESEA Title I
2. Adult Basic Education
3. ESEA Title IV
4. SEA Task Force
5. Bilingual Education Programs
6. Special Education
7. Vocational Education
8. Research and Development (Planning, Research and Evaluation)
9. Curriculum
10. Emergency School Aid Act (Reading Components of Basic and Pilot Project Grants)
11. Higher Education
12. Teacher Associations
13. International Reading Association (State or Local Councils)
14. Association for Supervision and Curriculum Development
15. Administrative Groups
16. State Advisory Council for Reading
17. Chief State School Officer's Office
18. State Bureau of Reading Education
19. State Board of Education
20. Area Agencies (Indian, Libraries, and Volunteer)
21. State Certification Division
22. Students, Parents and State Political Groups

With which of these processes were the agencies engaged?

_____ Standards of Excellence

_____ Statewide Needs Assessment

_____ Training Program for LEAs

_____ Technical Assistance

_____ Statewide Advisory Council

_____ SEA Task Force

_____ Certification

_____ Exemplary Programs

_____ Dissemination

_____ Evaluation

CHAPTER III - FINDINGS

This chapter will present the findings of this study. The data are the result of face-to-face discussions between thirty-nine (39) State Right to Read Directors and the Project Director. These discussions took place during a series of four (4) Office of Education (National Right to Read) regional conferences in September, 1977. The primary purpose of each conference was to orient and provide information to persons who will be responsible for Right to Read Reading Improvement Projects in their respective school district. As part of that agenda, this writer was provided with an opportunity to meet with State Directors who were present. Conferences were held in Kansas City, Salt Lake City, Boston and Atlanta. The topics for the discussions were formulated, and finalized, by the Project's Task Force, Consultant and Director in advance of the regional conferences.

As indicated previously in this report, the discussions centered around four (4) areas that had been identified by Chief State School Officers as "problems" with Right to Read as found in the Applied Management Sciences (AMS) study of 1975. These four areas were linked directly to four that State Education Agencies must address when applying for Right to Read State Leadership and Training Grants.

These four "problem areas" are:

- Training Programs for LEA personnel
- Comprehensive Planning
- Technical Assistance
- State Education Agency Task Force

In addition to reporting responses from thirty-nine (39) State Directors

relative to the four areas listed above, this chapter will also list the materials that have been developed by those States as part of the federal funding for State Leadership and Training Grants.

NOTE: Although thirty-nine states were represented at the OE Regional Conferences, complete data are NOT available for EACH response category. Thus, some tables may show fewer than 39 responses.

PART A: TRAINING MODEL

QUESTION #1 - What percentage of training for LEA Administrators in your State (training required by State Leadership and Training Grants) was provided by various groups or agencies during the past two grant periods? i.e., State staff, private organizations, Higher Ed., National Right to Read, previously trained LEAs, other.

TABLE 1: Percent of LEA Administrator training done by State Right to Read Staff

NO. of States	Percent of Training	Percent of SEAs
13	40 - 59%	32.2
10	60 - 79%	26.3
5	100%	13.1
5	80 - 90%	13.1
5	10 - 39%	13.1

N=38

Table I indicates that only five (5) States, or 13.1% of the total responding, do all of the Right to Read LEA Administrator training. Thirty-two (32) States utilize their own Right to Read staff to provide between 10% to 90% of the training.

TABLE 2: Percent of training done by Higher Education within the State

No. of States	Percent Provided	Percent of LEAs Utilizing Higher Education
2	70 - 80%	5.4
1	50 - 79%	2.6
10	30 - 49%	27
13	5 - 29%	35.1
11	0%	29.7

N=37

In this Table, we note that twenty-six (26) States utilized the services of Higher Education in their State to complete the LEA Administrator training. Eleven (11) of the States had almost as much as one-half of the training done by staff persons from Higher Education institutions within their respective State. Another eleven (11) States did not utilize the services of Higher Education within their State.

TABLE 3: LEA Administrator training provided by previously trained LEAs

No. of States	Percent of Training Provided	Percent of SEAs
1	80%	2.7
9	20 - 39%	24
8	5 - 10%	22
19		51.3

N=37

Table 3 points out that eighteen (18) of the STates present at the conferences reported they availed themselves of the expertise from local education agencies (LEAs) which had been trained previously by the State's training program. It is also interesting to note that virtually an equal number of SEAs did not make use of LEAs that had been through the training cycle.

TABLE 4: Training provided either by consultants from other SEAs or Private Agencies within or from outside the State

No. of States	Percent of Training Provided	Percent of SEAs
17	5 - 60%	42%
21	No consultants or private agencies reported	58.4%

N=38

Table 4 shows an almost equal distribution between States that did or did not turn to consultants or private agencies to deal with training of LEA Administrators.

QUESTION #2 - Who receives the Right to Read Leadership in your State?

TABLE 5: LEA staff positions receiving SEA Leadership training

No. of States	LEA Reading Directors	Classroom Teachers	LEA Principals, Reading Specialists and other SEA Staff
36	X	X	X

N=37

NOTE: One (1) State reported that their LEA Leadership training is just being initiated.

Table 5 shows that, of the known data, all but one State go beyond the requirement of training local education agency reading directors (or coordinators). Classroom teachers, LEA reading specialists, other State Education Agency personnel beyond the Right to Read staff and various other professional educations at the LEA level are also included for some training.

QUESTION #3 - What were the three topics of the training for LEA Administrators (LEA Reading Directors) in your State that received the most emphasis?

TABLE 6: Topics of the training for LEA Administrators (LEA Reading Director or Coordinator) that received the most emphasis.

TOPICS	No. of States	Percent
Needs Assessment	22	58
Reading in the Content Areas	6	16
Leadership Skills and Right to Read Process	5	13
Standards of Excellence	1	2.6
Training for LEA Building Principals	1	2.6
Diagnosing Reading Problems	1	2.6
Basic Learning Skills	1	2.6
Change Agent Training	1	2.6

N=38

It can be seen from Table 6 that thirty-three (33) of the States participating in the OE sponsored conferences reported that LEA Reading Director training placed the most emphasis on the concepts of needs assessment, reading in the content areas and development of leadership skills. Other areas receiving some emphasis dealt with Standards of Excellence, training of LEA building principals, the diagnosis of reading problems, basic skills and change agentry.

QUESTION #4 - How did your State determine that LEA leadership training for the three topics identified in Question #3 was successful?

TABLE 7: Ways that SEA judged success of LEA Administrator training

How Success Determined	States	Percent
Workshop evaluations, feedback from participants and other on-site activities.	10	26
Evaluation sheets used with groups (i.e., questionnaire)	5	13
Evaluation by participants and performance reports from each LEA	5	13
Pre-post testing of participants plus evaluation by participants	5	13
Participants feedback, on-site review and T/A by SEA, outside evaluation of team of university professors	3	8
Subjective and objective evaluation	1	2.6
Participant reaction, development of plans, establishment of tutor programs	1	2.6
Purely subjective evaluation	1	2.6
By outside contractor plus formal and informal feedback from participants	1	2.6
Evidence of program in action among teachers in LEAs	1	2.6
Use and practice in classroom as observed by monitoring team	1	2.6
Training phase just beginning	1	2.6

N=38

Table 7 clearly shows that workshop evaluation, use of evaluation forms, performance reports and pre-post testing of participants are the major ways that thirty-one (31) State agencies determine the success of LEA Director training. Six states used subjective and/or objective means of evaluating while one state reported as having just initiated their LEA Director training.

QUESTION #5 - Can you offer no more than three (3) factors which your State believes contributed to the success, or lack of success, of the training topics identified in Question #3?

TABLE 8: Factors contributing to success of LEA Reading Director training---States

Dynamic personalities of trainers	9
Systematic development of Standards, careful orientation to the document, and close working relationship between LEAs and SEA during implementation phase	5
Not known - not been on job long enough	5
Strong administrative support from Chief and training of building principals	4
Having a FULL 30 days of training plus sequence presented at each training site and then the practicum where each LEA Director presented 30 hours of inservice to the local staff (one SEA reported 24 days)	2
Training spaced over one year and participants who come at own expense	1
Per diem rate that was paid	1
Enthusiasm of all involved	1
Training phase just beginning	1

Table 8 presents interesting information. Nine states reported that their single major success factor was the "personality" of the trainers. Developing a closer working relationship between the state agency and local school districts, improved understanding of the total reading process on the part of school principals and strong support from the Chief also were major contributing factors in ten states.

PART B - TECHNICAL ASSISTANCE

QUESTION #1 - What were the three (3) most requested types of technical assistance, at the LEA level, as related to Right to Read in your State this past year

TABLE 9: Most requested types of technical assistance	States	Percent
Provide inservice programs for: planning and assessing reading programs and improving reading instruction techniques	26	68.4
Improving skills and competentcies of content area teachers	12	31.5

Although the discussion with State Directors elicited many and varied responses to the topic relating to the most requested types of technical assistance, Table 9 clearly points out that two areas are exceptionally high on the list. Twenty-six (26) of the participating States indicated they get the most requests for designing inservice programs for LEAs that stress the planning and assessing of LEA reading programs and also to provide strategies for elementary level teachers to upgrade their skills to teach reading. Twelve states reported that they get numerous requests to aid content area teachers - mostly at the secondary level - to become more competent in dealing with classroom reading problems.

QUESTION #2 - What percentage of the technical assistance at the LEA level was provided by various groups or agencies during the past two grant periods: i.e., State staff, private organizations, Higher Ed., National Right to Read, previously trained LEAs, other

TABLE 10: Percentage of technical assistance offered to LEAs during past two State Right to Read grant periods by the SEA staff

Percent of T/A provided by the SEA to LEAs	NO. of States	Percent of SEAs
40 - 59%	10	27
60 - 79%	8	22
10 - 39%	6	16
80 - 95%	5	13
100%	4	11
Don't know	2	5
Depending on T/A activity, involvement ranges from 20 - 90%	1	2.7
Percentages not reported	1	2.7

NOTE: SEA means State Right to Read Staff, unless stated otherwise

N=37

Table 10 indicates that eighteen (18) of thirty-seven (37) States stated that the State Right to Read staff provides 49% of all technical assistance to local education agencies. It is interesting to note that four SEAs provide 100% of the T/A.

TABLE 11: Percentage of technical assistance offered to LEAs during the past two State Right to Read grant periods by Higher Education within the State

Percent of T/A provided by Higher Education staff within the state	NO. of States	Percent of SEAs
5 - 39%	14	38
0%	12	32
40 - 59%	5	13
60 - 79%	2	5.4
Don't know	2	5.4
Depending on T/A activity could range from 10-80%	1	2.7
No percentage reported	1	2.7

N=37

Table 11 clearly shows that twelve (12) of thirty-seven (37) states, or 32% do not utilize the services of any Higher Education personnel within their State to provide T/A to LEAs. On the other hand, the twenty-two (22) SEAs that do call upon Higher Education, use their staff for T/A services ranging from 5-80 percent.

TABLE 12: Technical Assistance provided by personnel from previously trained LEAs

Percent of T/A provided	NO. of States	Percent of SEAs
0%	17	46
5 - 19%	8	22
20 - 39%	5	13
1 - 4%	2	5.4
40 - 59%	2	5.4
Don't know	2	5.4
No percentage reported	1	2.7

N=37

It is obvious from Table 12, that almost half of the States attending the seminars stated that they did utilize the services of personnel from previously trained LEAs in providing technical assistance to other LEAs within that State. It is also interesting to note that the same number did not avail themselves of personnel from previously trained LEAs.

TABLE 13: Technical Assistance provided either by consultatns from other SEAs or Private Agencies within or from outside the State

Percent of T/A provided	No. of States	Percent of SEAs
1 - 10%	11	29.7
25%	1	2.7
80%	1	2.7
Regional and County Offices	1	2.7
No consultants or private agencies reported	21	56.7
Don't know	2	5.4
N=37		

Twenty-one States, or 56.7%, stated that they typically do not retain outside consultatns or agencies to provide technical assistance to LEAs.

5

QUESTION #3 - Who received the Technical Assistance at the LEA level? (e.g., percentage of time given to LEA Reading Directors, teachers, etc.)

TABLE 14: LEA staff positions receiving Technical Assistance

No. of States	LEA Reading Director	Classroom Teachers	LEA Principals, Reading Specialists and others
29	X		
36		X	
35			X
N=39			

NOTE: Three states reported that the State Director had not held the position long enough to provide the appropriate information.

Table 14 indicates that, of the known data, twenty nine States, or 74%, report that the largest percentage of T/A service rendered is provided to the LEA Reading Director or Coordinator. However, all thirty-six (36) States also provide technical assistance to classroom teachers. Almost the same is true of T/A provided to LEA reading specialists, LEA principals and other LEA staff personnel.

QUESTION #4 - How did your state determine that technical assistance services identified in Question #1 were successful?

TABLE 15: Ways that SEA judged success of Technical Assistance Services

How success determined	States	Percent
Evaluation forms and increased requests for T/A	12	30.7
Opinions of recipients plus observation using established criteria	10	12.8
Through outside evaluation of Right to Read services	5	12.8
Subjective information	4	10.2
LEA plan of action submitted to SEA, pupil achievement scores	3	7.6
Do not know - not on job long enough	2	5.1
Pre-post testing of recipients and teacher response evaluations	1	2.5
Request for publications and evaluation of mini follow-up sessions	1	2.5
On field tested (already proven effective competency based workshop materials	1	2.5

N=39

Approximately 31% of the reporting States determine the success of their T/A visits through evaluation forms and records which show requests for additional T/A to be provided.

Table 15 also shows that ten states depend upon the opinion of the recipients to document their successful technical assistance activities.

QUESTION #5 - Can you indicate no more than three (3) changes which have occurred in your state as a result of the technical assistance provided to LEAs since the Right to Read program began

TABLE 16: Major changes that have occurred in States as a result of T/A

Changes	States	Percent
More emphasis on reading in the content areas	19	48.7
Improved communications between SEA and LEAs	10	25.6
More statewide awareness about reading, thus making inservice programs more effective (e.g. inservice on planning, needs assessment and evaluation)	10	25.6

N=39

Table 16 shows the three (3) major changes that have taken place in states as a direct result of the technical assistance provided through the State Leadership and Training Grants. In almost half of the reporting states there is now considerably more emphasis on reading in the content areas. As seen also from Table 16, the other two changes were split evenly.

PART C - STATE EDUCATION AGENCY TASK FORCE

QUESTION #1- What staff positions constitute the current membership of your SEA Task Force?

TABLE 17: SEA membership on Right to Read Task Force

Staff Positions	States	Percent
ESEA Title I	32	82
Adult Basic Education	29	74
Programs for Exceptional Children	27	69
Instructional Supervisors or Consultants in content areas (e.g. State Math. Supervisors)	24	61
ESEA Title IV	20	51
Planning, Research and Evaluation	18	46
Vocational Education	17	43
Migrant and Bilingual Education	10	25
Teacher Certification	11	28
Associate Commissioner (Deputy) for Instruction	12	31
State and Public Librarians	8	20

N=39

Although Table 17 does not indicate all the different staff positions within various SEAs that serve on the "in-house" task force, it is clear which positions predominate in the majority of States. In 82% of the states, one or more representatives are included from ESEA Title I. Adult Basic Education is represented in 74% of the states, and Programs for Exceptional children in 69% of those reporting. In significantly smaller numbers, not shown in Table 17, were staff persons representing Indian education, urban education Career Education, Department of Corrections, State Legislatures and Higher Education.

QUESTION #2 - How was the membership selected?

TABLE 18: Selection process for SEA Reading Task Force

How Selected	States	Percent
By State Right to Read Director with invitation coming from the Chief	18	46.1
Chief requested head of each division or section to appoint someone	5	12.8
By Assistant Superintendent (Deputy) for Instruction at recommendation of State Director	4	10.2
Membership automatic if Director, or above	2	5.1
Not known	4	10.2
Requested by Chief if program relates to reading	4	10.2
By Chairperson of SEA Task Force	1	2.5
Personal contact by State Right to Read Director	1	2.5

N=39

From Table 18, we note that in almost half of the thirty-nine (39) states in this study, the membership of the SEA Task Force is selected by the State Director with the "official" invitation coming from the Chief.

QUESTION #3 - Are there any other positions your State would want on the SEA Task Force? If yes, which ones?

TABLE 19: Possibility of additional positions on SEA Task Force

Positions	States	Percent
Not certain and/or no	22	56.4
Yes, some decision makers	6	15.3
Yes, gifted and talented and Librarians	2	5.1
Yes, one or more members of State Board of Education and Title I	2	5.1
A representative from early childhood	2	5.1
Heads of sections and subject area specialists	2	5.1
Yes, A.B.E., Career Ed. and certification	2	5.1
Yes, Deputy Superintendent for Instruction and Director of General Education	1	2.5

N=39

Table 19 shows that over one half of the States in attendance at the seminars stated that they did not see the need for additional SEA staff positions to serve on the Task Force. As viewed from the above chart, the balance of the State Directors felt that certain other positions would strengthen their Task Force.

QUESTION #4 - Were the positions represented by the Task Force members an important factor in effectiveness? Why?

TABLE 20: Relationship between membership and effectiveness

Response	State	Percent
Partially (No specific reason given)	13	34.2
Yes (No specific reason given)	10	26.3
Just formed	8	21
No	5	13.1
Yes, but not because of positions represented	2	5.2

N=38

The known data from Table 20 show a somewhat ambivalent point of view. Thirteen States, or 34%, report the Task Force being partially effective while 26% definitely see their Task Force as having made a contribution. On the other hand, thirteen states were either negative or not certain.

QUESTION #5 - What indicators of effective coordination do you have?

TABLE 21: Indicators of effective coordination between and among state level programs with a reading and/or reading related component and the SEA Task Force.

Indicators of Effective Coordination	States	Percent
Service on State ESEA Title I Advisory Council, review all Title I proposals, assist in statewide coordination of Title I inservice in reading and assist with integration of Special Education with Right to Read	13	34.2
None yet, Task Force being formed or under revision	4	10.5
Assisted in developing a department-wide position on reading	4	10.5
Primarily through interpersonal relationships	3	7.8
Not very effective to date - needs stronger leadership	5	13.1
Coordinating efforts toward reading in the content areas	3	7.8
Task Force able to bring about changes in teacher certification	2	5.2
Assisted in statewide reading needs assessment	2	5.2
Instrumental in getting State Board approval for Standards of Excellence	2	5.2

N=38

It appears, from the data in Table 21, that the most effective aspect of coordination is in the area of ESEA Title I. Slightly over one-third of the States, 34.2 percent, reported a much stronger working relationship has been established between and among the Task Force and the role of Title I.

QUESTION #6a. - How often does SEA Task Force meet?
#6b. - Is the frequency of meetings important to T/F effectiveness? Why? (If yes)

TABLE 22: Frequency of Task Force meetings and the influence of frequency on effectiveness.

Frequency and/or Effectiveness	States	Percent
T/F meets 2-5 times/year - T/F effective but not necessarily because of frequency of meetings	10	25.6
Meetings called as needed. No influence on effectiveness which is due more to interpersonal relationships	8	20.5
T/F is in formation/revision stage - effectiveness yet unknown	5	12.8
T/F meets 2-3 times/year - probably would be more effective if met more frequently	4	10.2
Meets once/month - half attend - no influence on effectiveness	3	7.6
Meetings as needed - T/F effective BECAUSE members are decision makers	2	5.1
Meetings held monthly - frequency is important to effectiveness	2	5.1
T/F meets approximately once every 6 weeks - T/F effective but not necessarily because of frequency of meetings	2	5.1
Two times each month on regularly scheduled basis. Feels effectiveness due, in part, to frequency of meetings	2	5.1
No longer meets very often	1	2.5

N=39

Table 22 points to twenty-three (23) states reporting that there is little or no relationship between frequency of SEA Task Force meetings and the effectiveness of the group. Five states, or 12.8 percent of those reporting, are in the process of revising the Task Force.

QUESTION #7a. - Does the SEA T/F advise directly the Chief State School Officer on policy related to reading coordination?
#7b. - If yes, why?

TABLE 23: Is Chief State School Officer advised directly on Task Force policies?

Response	States	Percent
No	24	61.5
Don't know	3	7.6
Yes, by advising on certification of teachers/and testing program/that more emphasis be placed on reading	2	5.1
Yes, but more through support and encouragement from the CCSSO	1	2.5
Yes, through the Commissioner's Coordinating Council/ Director to Asst. Sup. to CCSSO	5	12.8
Yes, but practice just started so too soon to tell if effective	1	2.5
Yes, through State Right to Read Director acting as facilitator to bring about interagency cooperation	1	2.5
Yes, through Director of Instruction/other Directors	2	5.1

N=39

Twenty-seven (27) states, constituting 69 percent of the total reporting, indicate that either the Task Force does not advise directly the Chief, or it is not known for certain that it is done. The other twelve (12) states have the Task Force reporting to the Chief through the Agency structure.

QUESTION #8a. - Does the Chief have a direct role in policy of the Task Force?
#8b. - If yes, briefly explain the role

TABLE 24: Chief's role in CEA Task Force Policy

Role	States	Percent
Not as present	18	46.1
Yes, through usual department channels	10	25.6
No, but is kept informed	8	20.5
Yes, since Chief initiated T/F and directly supports interagency of programs	1	2.5
Not on a regular basis	1	2.5
Yes, but equal to other members	1	2.5

N=39

Table 24 indicates that in almost one half of the states, the Chief is kept informed of the activities of the Task Force. An equal number of states reported that the Chief has no direct role in policies related to the Task Force.

QUESTION #9 - If the Chief does have a role in terms of the policies of the Task Force, does this contribute to the effectiveness of the Task Force?

TABLE 25: If Chief has a policy role in the Task Force, does it contribute to T/F effectiveness?

Response	States	Percent
No direct role to date	21	58.3
Yes, because of the Chief's interest in the Task Force as well as having made the appointment	15	41.6
N=36		

More than half of the reporting states, twenty-one (21), the Chief State School Officer does not have a role in the policies of the Task Force and, therefore, does not influence its effectiveness.

QUESTION #10 - Are there any other factors that your State feels contributed to the Task Force's effectiveness in internal coordination?

TABLE 26: Additional factors that may, or may not, have contributed to the effectiveness of the Task Force

Factors	States	Percent
No other factors	24	64.8
Statewide priority given to reading and CCSSO urging LEAs to commit themselves to reading	3	8.1
Integration of Special Education funding with Right to Read sites and state inservice funding to meet Right to Read staff development needs	2	5.4
Limited to interpersonal relationships	2	5.4
Continuous on-site training for teachers in small schools where this type of training was rarely done	1	2.7
Materials developed for Title I inservice for teachers, aides and administrators	1	2.7
Credibility of State Right to Read Director around the State and "the timing" - State ripe for progress	1	2.7
Pressure from outside to work together	1	2.7
Library section of ESEA provided funds for LEAs that were involved in Right to Read and LEAs also received funds from ESEA funds to provide supplementary materials that articulated with the foundation curriculum	1	2.7
Although no formal T/F to date, there have been efforts toward implementing State Board goal of improving reading/literacy, determining the State of the art of reading and developing an inventory of education progress	1	2.7

N=37

An overwhelming number of the states at the seminars, 64.8 percent, reported no additional factors as related to the effectiveness of the SEA Task Force.

QUESTION #11 - Would additional Right to Read funding increase effectiveness on your SEA Task Force in coordination?

If yes, HOW?

TABLE 27: If had additional funds, would effectiveness of T/F increase?

Response	States	Percent
No, not really	29	74.3
Don't really know; Task Force being revised	5	12.8
Yes, funds could be used commercially without having to tap specific programs	3	7.6
Yes, add staff plus consultative services	2	5.1

N=39

Table 27 clearly indicates that twenty-nine (29) states, or 74.3 percent, do not feel that additional Federal funding would increase the effectiveness of the SEA Task Force.

QUESTION #12 - What constraints to internal coordination by the Task Force were most important?

TABLE 28: Task Force constraints

Constraints	States	Percent
Limitation of resources, time, influence of position at SEA (i.e. decision makers)	10	25.6
Communications; guarding own turf; feeling that Right to Read trying to dictate	10	25.6
None	5	12.8
Don't know; haven't been in position long enough	4	10.2
Task Force not very active, can't respond	4	10.2
Time	2	5.1
Because Task Force composed of decision makers, Right to Read tends to lose some visibility (perhaps this is desirable, though)	1	2.5
Task Force members are directors of own programs and represent one person programs	1	2.5
Organization of Dept. into separate divisions	1	2.5
There was no state testing program in 76-77	1	2.5

N=39

Table 28 indicated that half of the states taking part in the OE sponsored seminars reported that limitation of time and the level of the staff position were rather severe constraints to the overall effectiveness of the Task Force. An additional constraint that surfaced was the fact that many SEA staff persons apparently jealously guarded their own program.

PART D: COMPREHENSIVE PLANNING

In this part of the seminar, State Directors and the Project Director engaged in a discussion which centered around the Right to Read concept of Comprehensive Planning. State Directors responded by identifying various major groups, or agencies, either within the State Education Agency itself or within the boundaries of the State that may have been instrumental in cooperating with the State Right to Read staff in addressing the components required for State Leadership and Training Grants.

To clarify this section of the report, two (2) tables will be shown. Table 29 will present the groups, or agencies, and a listing of the Right to Read processes as required by Title VII, P.L. 93-380, as amended. Table 30 will display the results of the actual discussions that took place. These data will be shown with the titles of the Right to Read processes but the agencies/groups will be shown with a number that will correspond to that indicated in Table 29. The number of States that reported in each of the categories is indicated within the total grid.

TABLE 29

Consider the major groups/agencies identified below that may have been instrumental in the comprehensive planning of Right to Read in your State:

1. ESEA Title I
2. Adult Basic Education
3. ESEA Title IV
4. SEA Task Force
5. Bilingual Education Programs
6. Special Education
7. Vocational Education
8. Research and Development (Planning, Research and Evaluation
9. Curriculum
10. Emergency School Aid Act (Reading Components of Basic and Pilot Project Grants)
11. Higher Education
12. Teacher Associations
13. International Reading Association (State or Local Councils)
14. Association for Supervision and Curriculum Development
15. Administrative Groups
16. State Advisory Council for Reading
17. Chief State School Officer's Office
18. State Bureau of Reading Education
19. State Board of Education
20. Area Agencies (Indian, Libraries, and Volunteer)
21. State Certification Division
22. Students, Parents and State Political Groups

With which of these processes were the agencies engaged?

- Standards of Excellence
- Statewide Needs Assessment
- Training Program for LEAs
- Technical Assistance
- Statewide Advisory Council
- SEA Task Force
- Certification
- Exemplary Programs
- Dissemination
- Evaluation

E

MATERIALS

Many of the States represented at the four National Right to Read regional meetings indicated some of the titles of various materials their State has developed with funds from their State Leadership and Training Grant. This report will attempt to list these with the hope that the information will prove useful to States across the country. The intent is that States may want to establish a network that will provide for the constant exchange of materials.

TABLE 30

PROCESSES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Standards of Excellence	6	9	6	16	4	5	3	10	15	11	18	14	17	6	13	30	16	3	2	0	0	1
Statewide Needs Assessment	11	9	4	19	5	5	2	27	16	3	19	7	7	4	12	23	10	1	1	0	1	1
Training Program for LEAs	14	15	9	13	10	12	7	12	17	3	23	7	10	5	8	13	10	3	0	3	0	1
Technical Assistance	14	13	12	11	10	10	5	14	19	4	24	8	9	3	9	9	7	3	0	0	0	0
Statewide Advisory Council	8	14	8	11	8	9	1	6	17	2	28	22	27	8	26	2	10	1	2	3	0	2
SEA Task Force	32	29	30	3	16	27	20	25	33	5	10	5	5	4	6	6	7	1	1	1	1	0
Certification	6	2	2	9	2	4	1	2	12	0	24	11	17	5	15	14	10	1	1	0	3	0
Exemplary Programs	10	5	16	6	4	4	3	5	13	4	8	2	9	2	5	8	3	3	0	0	0	0
Dissemination	15	10	16	13	4	9	7	10	15	3	17	15	19	11	19	25	9	3	1	0	0	0
Evaluation	8	3	5	14	1	1	1	23	11	1	13	3	5	3	6	18	9	3	1	0	0	0

As complex as Table 30 appears to be, it points up, for example, that in thirty-two (32) States, there was direct involvement between State level personnel from ESEA Title I, the SEA Task Force and the Right to Read Staff in the comprehensive planning for reading in those States. In twenty-five (25) States, the State Advisory Council for Reading aided in the planning of dissemination strategies. In thirty (30) States, the State Advisory Council had direct involvement in the design of the State's Standards of Excellence.

STATE: ALABAMA

CONTACT PERSON: Ms. Nell Hause
State Right to Read Director
Alabama Dept. of Education
111 Coliseum Blvd.
Montgomery 36111
(205) 832-3880

Alabama Right to Read

STATE: ARIZONA

CONTACT PERSON: Ms. Betty Atchinson
State Right to Read Coordinator
Arizona Dept. of Education
1535 W. Jefferson
Phoenix 85007
(602) 271-5075

The Right to Read in Arizona Criteria for Excellence
Suggested Guidelines for the Development and Implementation of a Continuous Uniform Evaluation System, April 1977
The Right to Read in Arizona Progress Report, the First Five Years - 1970-75

STATE: CALIFORNIA

CONTACT PERSON: Dr. Fred Tillman
State Right to Read Director
State Dept. of Ecucation
721 Capitol Mall, Rm. 561
Sacramento 95814
(916) 445-9317

California Right to Read Evaluation Proposal
California Right to Read Leadership and Training Program
California Right to Read Mid-Year Performance Report
Test Content Specifications for California State Reading Tests
School Effectiveness Study
Test Passages

STATE: DELAWARE

CONTACT PERSON: Dr. Ann Houseman
State Supervisor of Reading
Dept. of Public Instruction
The Townsend Bldg.
Dover 19901

A brochure entitled No Matter Who You Are, You Have the Right to Read - a brief description of Delaware's program and a listing of the persons in each district who have been trained.

A newsletter - Right to Read in Delaware - news of the activities of the Advisory Council, a progress report of districts' accomplishments, suggestions on parent and teacher involvement and a Director's Corner.

The Standards of Excellence for Reading in Delaware - five standards with an accompanying Criteria Checklist designed to enable school districts to make a needs assessment upon which a Corrective Action Plan can be asked.

STATE: GEORGIA

CONTACT PERSON: Mr. Bill Hammond
State Right to Read Director
Dept. of Education
Office of Instructional Services
Atlanta 30334
(404) 656-2584

Criterion Referenced Tests in Georgia Schools - Questions and Answers

STATE: IDAHO

CONTACT PERSON: Ms. Elizabeth Schlaefle
State Right to Read Director
Idaho State Dept. of Education
Len B. Jordan State Office Bldg.
Boise 83720
(208) 384-2113

IDAHO RIGHT TO READ PUBLICATION

Right to Read Reading Program Assessment and Planning Handbook.

Standards for the Development of Successful Reading Programs.

State Assessment Questionnaires and Report Forms for:

- pre-elementary
- kindergarten
- local education agencies
- adult

Survey of Pre-Service Requirements in Reading.

Right to Read Questions and Answers.

A Model for Developing a Reading Program K-12.

Your Child Grows Through Discovery, a handbook for parents.

MISCELLANEOUS

"Great Potato" mascot costumes

Bumper stickers - "Read to Your Children 15 Minutes a Day"

Right to Read display poster

Right to Read transparencies for use in explaining Right to Read goals

"Read to Your Children" campaign materials

- 2 TV Public Service Announcements
- Booklists
- Fliers for parents

STATE: ILLINOIS

CONTACT PERSON: Carolyn Farrar
State Right to Read Coordinator
Dept. of Instruction
100 N. First Street, N-242
Springfield 62777
(217) 782-0358

RIGHT TO READ BROCHURES

Right to Read - (Number 1), 1975

Gives complete background information on the Illinois Right to Read effort. 3 p.

You Can Help in the Right to Read Effort - (Number 2), 1975

Describes types of local Right to Read programs and how to implement. 3 p.

Parents Can Teach Pre-Reading Skills at Home - (Number 3), 1975

Describes daily routines in the home and neighborhood which can be made into important basic learning experiences.

Role of Language in the Developing Child - (Number 4), 1977

Outlines the importance of language for the pre-schooler

Message to Parents About the Development of Thinking Skills in Children - (Number 5), 1977

Offers parents of pre-schoolers ideas for providing experiences that will aid in developing the child's thinking skills.

Adults As Reading Models - (Number 6), 1977

This brochure describes how a parent can create a reading atmosphere in the home.

Right to Read - Derecho de Leer - (Number 7), 1977

Provides information on Right to Read for Children and Parents in Spanish and English.

Right to Read Technical Papers

Administrator's Guide to Literacy Education, 1977

A technical assistance paper on the administrator's role in implementing a Right to Read Program for Community Literacy. 28 p.

Leadership and Planned Change, 1977

This paper closely examines the concept of planned change and critiques literature on the topic. 14 p.

Leadership Role of State Education and Teacher Professional Growth, 1977

This technical paper examines in depth the Right to Read Program, Basic Education and Teacher Professional Growth and how each is related. 9 p.

Teaching Children to Read: A Parent's Guide, 1977

This technical paper explores various methods of early reading instruction and describes how the parent can best aid the child at home. There is also an excellent list of "Reading Books for Parents and Children" contained in this booklet. 24 p.

STATE: INDIANA

CONTACT PERSON: Dr. Gail Tissier
State Right to Read Director
Dept. of Public Instruction
102 W. Market Street
Indianapolis 46204
(317) 633-4096

Reading Effectiveness Program
Program Planning Design
Pamphlets for Parents
Tutor Handbook
Diagnostic-Prescriptive Instructional Design for Teaching

STATE: IOWA

CONTACT PERSON: Mr. William Riess
Dept. of Public Instruction
Division of Curriculum
Grimes State Office Bldg.
Des Moines 50319
(515) 281-3264

A Profile of a School's Reading Program
Standards of Excellence for Reading Programs in Iowa Schools

STATE: KENTUCKY

CONTACT PERSON: Ms. Deborah Johnson
Division of Program Development
Bureau of Instruction
Kentucky Dept. of Education
Frankfort 40601

KENTUCKY RIGHT TO READ PUBLICATIONS

Books

New Directions New Dimensions, Practical Programs in Reading

Pamphlets

"Right to Read in the Kentucky Department of Education (1973)"

"The National Right to Read Program"

"The Ninth Grade Reading Program in Kentucky"

Position Paper

"Ninth Grade Reading: Basis for the Instructional Design" by Joe Clark

Activity Books

Right to Read Region 4 Summary Manual

Diagnostic/Prescriptive Teaching of Reading: A Collection of Handouts from Right to Read Workshops in KEDR 6

Handbook of Activities: A Compilation of Teacher-made Materials Constructed by Right to Read Participants

Teacher-Made Materials: Vocabulary (Trigg County)

Outstanding Local Projects

Trigg County Elementary

Handbook

Learning Centers and You

STATE: MASSACHUSETTS

CONTACT PERSON: Dr. Joseph Tremont
State Dept. of Education
Room 613, Statler Office Bldg.
20 Providence Street
Boston 02116
(617) 542-7349

1. Massachusetts Right to Read Effort: Statement of Principles -- State Advisory Council, 1975 $77.50 per 1000 copies. - A brochure outlining the four key principles: "Reading is Survival," "Everyone can Learn to Read;" "The Teacher is the Key Ingredient;" and "You and Your Community make it Work;" underlying our Right to Read Effort.

2. Massachusetts Right to Read Effort: A White Paper on the Responsibilities of Students, Parents and Teachers in Reading -- State Advisory Council (In Press). - A white paper spelling out very specifically the responsibilities of teachers, parents and students in regard to reading in our schools. Gives very positive suggestions for succeeding in reading and fostering life-long reading habits.

3. Focus on Excellence -- Former New England Consortium for the Right to Read Effort, 1973, $1,068.00 per 1000 copies. - Developed under the aegis of the former New England Consortium for the Right to Read Effort, this booklet lists 26 statements of conditions falling within 5 major goals that should exist if we are to eliminate reading failure in our schools and communities. These criteria of excellence are the hallmarks of a good reading program and a necessary tool for the development of a needs assessment instrument.

4. Needs Assessment Instrument -- SEA, 1975, $739.00 per 1,000 copies. - Devised to determine how well your particular school system is currently meeting the criteria of excellence and to indicate as well which goals deserve priority

attention. This booklet offers a clear and systematic approach to getting to real needs instead of perceived needs.

5. A Plan for the Fifth Year, 1977-1978, SEA, $619.00 per 1,000 copies. - Plan deals with the ten objectives laid down by the National Right to Read Office, and strategies and plans used to attain these ten objectives in this Commonwealth by 1980.

6. In-Service Education, New Ideas for Right to Read Schools, Fall Conference, Copley Plaza Hotel, November 19, 1976, $599.30 per 1,000 copies. - A summary of the conference proceedings presented in the fall of 1976. This document is entitled "A New Collaborative for Staff Development in Right to Read Sites." Included in this report is a summary of the question-answer period along with an evaluation of the conference proceedings by attending LEAs.

7. Regional Organization of the Massachusetts Right to Read Effort, Spring Conference, Lenox Hotel, May 20, 1977, %599.30 per 1,000 copies. - Based upon a proposal for regional organization of the Right to Read Effort, this conference was planned and run by a newly formed group of Southeast area local Right to Read directors. The Proceedings dealt with the issues of "Organizing the State," "Bylaws and Organization," and a "Resource Bank."

8. Position Paper i Fostering Reading Interests -- SEA, $330.10 per 1,000 copies. - This position paper considers those specific activities which may help us toward realizing one of the five basic goals of the Massachusetts Right to Read Effort, namely to foster reading interests among all students. In this quest, this paper attempts to answer two questions: Why should reading be encouraged? and How can one go about promoting the reading habit in our schools?

MASSACHUSETTS (CONT.)

9. Position Paper on Developmental Reading and Measuring Reading Performance -- SEA, $383.00 per 1,000 copies. - A comprehensive statement based upon the most recent findings in the professional literature dealing with the following topics: developmental reading, remedial reading and measuring reading performance.

10. Massachusetts Educational Assessment Program -- Reading, 1974-1975. - The first phase of a statewide educational assessment program concerning student skills in reading conducted on a random sample of 17,600 nine and seventeen year old students from 338 Massachusetts public schools in 175 Massachusetts cities and towns. It was discovered that the Massachusetts nine year olds read better than any comparable group in America, but that the gains are dissipated by the time Massachusetts students are ready to graduate from high school.

11. Massachusetts Educational Assessment Program -- Writing, 1975-1976. - The second phase of a statewide educational assessment program of student skills in writing conducted on a random sample of 8,000 nine and seventeen year old students throughout the state. It was discovered that the Massachusetts students, both nine and seventeen year olds, wrote less well than other comparable groups in this country.

12. Evaluation of the Massachusetts Right to Read Effort, Year 1, 1974, $2,461.00 per 1,000 copies. - This report reviews the training and organizational activities which occurred during the academic year 1973-1974, and discusses the outcome of these activities.

13. Evaluation of the Massachusetts Right to Read Effort, Year 2, 1975, $1,630.25 per 1,000 copies. - This evaluation attempts to address the major goal of the Right to Read Effort for 1974-1975. In this attempt the report addresses five topics: Compliance with the Local Educational Agency-State Educational Agency Contract, Contribution of the State Advisory Council and In-House Task Force

MASSACHUSETTS (CONT.)

Training of LEA directors, and the state level evaluation.

14. Evaluation of the Massachusetts Right to Read Effort, Year 3, 1976, $1,895.70 per 1,000 copies. - This evaluation is mainly concerned with the quality of training of local directors and technical assistance provided to local education agencies (LEAs) by the SEA. It also concerned with the effect of Right to Read on participating schools and communities.

15. Evaluation of the Massachusetts Right to Read Effort, Year 4, 1977, $1,193.00 per 1,000 copies. - The primary focus of this evaluation is on the impact of veteran and current local Right to Read directors in their schools systems and the impact of this year's training of these directors. Secondary emphasis is given to the other ten goals mandated by existing legislation. Evaluation findings are uniquely placed within a framework entitled by the evaluators as "stages of innovation."

STATE: MICHIGAN

CONTACT PERSON: Dr. Robert Trezise
State Right to Read Coordinator
State Dept. of Education
Lansing 48902
(517) 373-8793

Criteria for Excellence - Michigan Right to Read
Status Report on Michigan Basic Skills Education - 1976
A Michigan Educational Program That Works
Michigan Educational Programs That Work Validated ESEA Title I Projects
Handbook for Validating Michigan Educational Practices
Quality Control for Evaluated System Based on Objective - Referenced Tests

STATE: MINNESOTA

CONTACT PERSON: Ms. Doris Surprenant
State Right to Read Director
State Dept. of Education
550 Capitol Square
St. Paul 55101

COMPREHENSIVE PLANNING

Title, Date of Publication and Description on General Items:

State of Minnesota Right to Read Program -- A Description of the State of Minnesota Right to Read Program. Published in April, 1972.

This presents the rationale for the state's Right to Read program, the dimensions of the program and a description of the plan of action.

State of Minnesota Right to Read Program -- A Description of the State of Minnesota Right to Read Program for Local Education Agencies Wishing to Consider Phase II Application and Participation. Published in October, 1972

This provides a thorough description of the State Advisory Council, the State Task Force, the various Phases of Training, the Instructional Program for Reading Directors of local education agencies, the academic dimension of the Reading Director's credential, the practicum dimension of the Reading Director's preparation, program development in the LEAs and the plan for evaluation.

Publications on evaluation - assessment:

Minnesota Educational Assessment Reading Results 1972-74

Minnesota Educational Assessment Program Objectives 1973-74

Minnesota Right to Read Program Evaluation Report 1972-73

An Evaluation of the Relationship Between Minnesota Right to Read and Special Education February 1975

The Process and Effect of Establishing a Quality Reading Program, A Follow-up Study of Phase I and Phase II, April 1975

A Study of the Impact of the Minnesota Right to Read Program on School and Community: Phase I Evaluation, May 1974

MINNESOTA (CONT.)

A Study of the Attitudes and Opinions of Persons Involved in the Implementation of the Minnesota Right to Read Program, Phases II and III, March 1976

A Report on the Local Implementation of the Criteria of Excellence in Reading Programming in Minnesota, Phase III

Brief Description of the above items: Each of the instruments is used to measure some or all of the criteria in the Minnesota Criteria of Excellence.

Success: The results show hard data on the positive effectiveness of the Right to Read Program in Minnesota.

A Synposis of the Junior Great Books Reading and Discussion Program. Published in 1972.

This presents the purpose and design of the program as it relates to the gifted and high achiever students in criterion #15 of the Minnesota Criteria of Excellence.

Minnesota Right to Read Program - American Indians: Suggested Materials and Media Evaluation Guidelines for Teachers. Published in 1972

This document was prepared with the cooperation of the National Indian Education Association of St. Paul, Minnesota. It presents media evaluation guidelines, books, newspapers and periodicals, films, records and filmstrips that are considered to portray an authentic background on the Native American.

Reading is Fundamental -- A Model Project. Published in June, 1973.

This document describes the entire procedure involved in the establishment of the RIF program in Hermantown, Minnesota.

The Shakopee Model. Published in 1973.

This is a cooperative basic education project between Right to Read, the Minnesota State Department of Education and the National Affiliation for Literacy Advance. It shows how the Laubach "Each One - Teach One" approach is used in tutoring adults in the Shakopee community, south of Minneapolis.

Very successful in meeting the criterion for teaching adults how to read.

TECHNICAL ASSISTANCE

Title, Date of Publication and Description:

MINNESOTA (CONT.)

Publicity

Minnesota Right to Read Publicity -- A Sample Collection for Reading Directors. Published in 1973.

This presents samples of topics and sample articles.

Suggestions for Publicity and Public Service Announcements. Published in 1975.

This presents samples of public service announcements and methods of initiating these in local communities.

Services to Adults

Listing of Diagnostic and Tutorial Reading Service Agencies in Minnesota. Published in 1976.

This indicates all the available sources from which an adult may receive reading assistance from the non-reader level, the basic skills, developmental, and the speed reading classes. It also lists agencies to be contacted for the English as a Second Language (ESL) student.

Reading Service: Methods of Recruiting the Volunteer Tutor and the Adult Non-Reader. Published in 1976.

This gives suggestions as to techniques and strategies that may be used in the recruitment of tutors and also adult students desirous of help in reading.

Curriculum Management

Each LEA was encouraged to write its own procedural guides for the implementation of organization, program building and evaluation in its school/school district. Examples are:

Informal Reading Inventory - Pupil's Test Booklet

Informal Reading Inventory - Teacher's Test Booklet

Procedures for Kindergarten Teachers to Follow in Teaching the Houghton-Mifflin Reading Program

Procedures for First, Second, and Third Grade Teachers to Follow in Teaching the Houghton-Mifflin Reading Program

Eighty-Five Suggested Activities for Independent Work during Reading Periods and Techniques to Stimulate Voluntary Reading

Summer School Course of Study for Developmental Reading

Manual of Directions for the Marking of the Cumulative Reading Record

A Booklet of Games and Exercises Useful in Providing Practice in Rapid Word Recognition

MINNESOTA (CONT.)

Reading Placement and Progress Report 1972-1973 for Grades One to Seven

Materials

Instructional Aids and Supplementary Materials Used in Tutoring Adults. Published in 1975.

This lists many materials that may be used for reading, social studies, study of government, English, career education, driver education, coping skills and ESL (English as a Second Language) when tutors are teaching adults.

Gaming Inservice Guide. Published in August, 1976.

This aids local reading directors and other school personnel who are responsible for providing instruction in making and utilizing practice materials. It also deals with specific classroom management of the gaming process.

Programming Options

Minnesota Right to Read Program -- Secondary Reading Programming Options. Published in August, 1974.

This fits into Criterion #19 in the State of Minnesota Criteria of Excellence by providing the rationale and recommendation for building a quality secondary reading program as an essential part of the LEA total reading program.

Minnesota Right to Read Program - Programming Options for Preschool Youngsters and Their Parents. Published in August, 1974.

This fits Criterion #16 in the State of Minnesota Criteria of Excellence by providing the avenues and strategies to implement an articulated quality preschool program that involves parents.

Handbook for Coordinators of the Junior Great Books Program in Minnesota. Published in 1976.

This presents the various procedures, practices, record-keeping systems that may be used by the volunteer coordinator of the Junior Great Books Program.

LEA ADMINISTRATOR TRAINING

Title, Date of Publication and Description:

State of Minnesota Criteria of Excellence in Reading Programming.

Brief Description: Lists and elaborates upon the twenty-four components in Minnesota's Criteria of Excellence.

MINNESOTA (CONT.)

Success: Very successful in presenting a capsule version of the basic tenets of the Minnesota Right to Read Program. Now used within the Minnesota State Department structure to develop Some Essential Learner Outcomes (SELO) for reading curriculum implementation in the local districts along with those SELOs of the other content areas.

State of Minnesota Right to Read Program -- The Program of Preparation of Individuals Who Will Serve as Regional Right to Read Directors and as Reading Directors in Right to Read Local Education Agencies. Published on December 3, 1972.

This describes the curriculum in the program of preparation, encompassing six broad areas of concern: (1) basic reading theory, (2) the building of reading program, (3) the Minnesota State Department of Education, (4) interpersonal communications and change agent skills, (5) a knowledge of commercial reading materials, and (6) the generation of necessary printed materials for the LEA.

OTHER: Pamphlets, fliers and brochures

RISE - Reading Improvement Services Everywhere. This brochure was produced by the Minnesota Department of Education in 1972 to explain how Minnesota Right to Read and the National P.T.A's commitment through Project RISE work cooperatively to eliminate illiteracy.

Minnesota Right to Read Involvement: Community, Home and School. This 1972 flier describes the various volunteer aspects of the Minnesota Right to Read program: Reading is Fundamental (RIF), Junior Great Books Reading and Discussion Program, the Laubach Method of Teaching Reading to Adults, School Volunteer Activities, and Local Task Force Involvement.

Right to Read -- Target for the 70's in Minnesota. Produced in 1974, this flier focuses on the statistical involvement and number of LEAs that participated in Right to Read during Phases I, II, and III.

Reading for Adults Only -- Laubach Reading Program. This flier was produced in 1974 to describe to the Minnesota citizen the Laubach "Each One Teach One" approach in teaching the adult non-reader.

The Remedy, Vol. 1, No. 2 was produced in June 1973 as the official publication of the Minnesota Right to Read Program. It presented many articles on the implementation of the Right to Read model and the delivery system in Minnesota schools and communities.

The Remedy, Vol. 1, No. 2 was produced in November 1973 as the official publication of the Minnesota Right to Read Program. As a newspaper, it presented articles of interest on various reading programs throughout Minnesota.

The Remedy, Vol.1, No. 1 was produced in August 1974 as the official publication of the Minnesota Right to Read Program. It published stories of success as a result of Right to Read in Minnesota.

STATE: MISSOURI

CONTACT PERSON: Mrs. Grace McReynolds
State Right to Read Director
State Dept. of Education
P.O. Box 480
Jefferson City 65101
(314) 751-2625

1977-78 BOOK PRICE LIST

Title of Book	1 - 4 copies	5 - 9 copies	10-99 copies	100 & over
Basic Essential Skills Test Activity Books:				
Government/Economics Objectives	1.00 ea	.80 ea	.70 ea	.60 ea
Mathematics Objectives	1.00 ea	.80 ea	.70 ea	.60 ea
Reading Objectives	.80 ea	.60 ea	.50 ea	.40 ea
Basic Math Skills for Missouri Students	1.20 ea	1.10 ea		
Missouri Basic Word List & Tutoring Suggestions	1.20 ea	1.10 ea	.85 ea	.75 ea
How Does Your Child Grow and Learn? (A Guide for Parents of Young Children)	1 - 5 copies over 5 copies		.50 ea .40 ea	

STATE: NEW HAMPSHIRE

CONTACT PERSON: Ms. Rosemary Duggan
State Right to Read Director
State Dept. of Education
64 North Main Street
Concord 03301

NEW HAMPSHIRE RIGHT TO READ
DISSEMINATION MATERIALS

State Publications

Newsletter - The Catalyst June, 1975
September, 1975
June, 1976
June, 1977

Summer Reading in Camps Report

Summer '75 - Camp, Park and Library Cooperation

Conference Proceedings

Developing Inservice Workshops, September, 1975

Parent Handbook

Schroepfer, Dorothy and Yeaton, Charles.
Helping Your Children Discover, 1976
(ERIC, July 1977).

Resource Directory

N.H. Resource Directory for Reading/Language Arts, 1977.

Bibliography for the Language Arts

Pounder, Marion and Duggan, Rosemary.
The Language Arts: An Annotated Bibliography, 1977.

Bibliography for Content Area Reading

Dearborn, Ramona and Duggan, Rosemary.
Reading in the Content Area: An Annotated Bibliography, 1977.

Paper on Individualized Instruction

Duggan, Rosemary and Prevost, Fernand.
Individualized Instruction, ed. Department of Education,
Division of Instruction, Unit II. May, 1977.

NEW HAMPSHIRE (CONT.)

New England Consortium Publications

Recommended Standards for Professional Preparation in Reading Education, 1976 Edition. A joint publication of the New England Reading Association and the New England Consortium for the Right to Read.

Position Papers of the New England Consortium for the Right to Read, September, 1976.

Community and School Climate
Organizing and Managing a Reading Program
Staffing a Reading Program
Selecting and Utilizing Materials
Fostering Reading Interests

McGuire, Marion. Focus on Excellence. November, 1973.

Publications Reprinted by Permission

Learning Partners - Art and Reading
Reprinted with permission of Texas Education Agency, February, 1977.

Clary, Dr. Linda Mixon. The Six Million Dollar Helper: Fifteen Ideas for Teaching Reading in the Content Area. Adapted and reprinted with permission from the Massachusetts Reading Association and Dr. Linda Mixon Clary, February, 1977.

Farr, Roger. Grade Levels and Test Scores: What Do They Mean? This pamphlet was originally published in 1971, under a USOE grant.

Improving Reading - Study Skills in Mathematics, K-6. This is a monograph originally published in 1972 by the New York State Department, Bureau of Elementary Curriculum Development.

STATE: NEW JERSEY

CONTACT PERSON: Dr. James Swalm
State Right to Read Director
State Dept. of Education
225 West State Street
Trenton 08625
(609) 292-9010

BROCHURES

1) "New Jersey Right to Read" - Brief description of the national Right to Read program plus goals of the New Jersey plan and how the Right to Read program is implemented in New Jersey.

2) "Right to Read Content Program" - Brief outline of the importance of reading in the content areas.

3) "The 3 R's Reading, Reading, Reading" - Survey of Procedures and Practices used to teach reading in New Jersey Schools.

CRITERIA OF EXCELLENCE

Outline and Self-Assessment Survey Instrument for use by Individual Schools within a District.

START Manual

Handbook for elementary Right to Read Directors.

CRAFT Manual

Handbook for secondary Right to Read Directors emphasizing reading in the content areas.

CRAFTettes

"Comprehension"
"Motivation"
"Vocabulary"
"Diagnosis"
"Study Skills" (not printed yet)

Handbooks giving rationale of each topic plus a series of in-service activities and ideas for Right to Read Directors.

SELF-INSTRUCTION PACKETS

"Needs-Identification"
"Skills Array"
"Record Keeping"
"Testing"

Packets include rationale of each topic plus transparencies, in-service activities and various examples to be used by those who are unable to attend the workshops of the same areas.

NEW JERSEY (CONT.)

HANDOUT PACKETS FOR WORKSHOPS

"Needs Identification"
"Skills Array"
"Record Keeping"
"Comprehension"
"Questioning"
"Gifted & Talented"
"Classroom Organization"

Packets include activities, transparencies and examples to be used during the workshops and to help participants prepare for their own presentations on a local level.

STATE: NEW MEXICO

CONTACT PERSON: Dr. Charles Bomont
State Dept. of Education
Santa Fe 87501
(505) 827-5391

Bomont Reading Inservice Model (BRIM)
Staff Development Planning Survey for State Right to Read Project Participants
Right to Read Test of Teacher Knowledge

STATE: NEW YORK

CONTACT PERSON: Mrs. Jane Algozzine
State Right to Read Director
Room 321, State Ed. Bldg.
Albany 12234
(518) 474-2885

Right to Read Assessment and Planning Handbook (1975). Working concurrently with the Right to Read Office. New York State planners and reading specialists from BOCES the State Education Department, and individual school districts developed a 73-page, 8½" x 11" soft cover manual. In pilot form, it was used in 1973-74 by the initial 43 Right to Read districts in developing comprehensive reading plans.

TEACHER TRAINING MATERIALS: The three-part notebook, which contains more than 300 pages, includes "Reading Comprehension Related to Thinking Processes," "Prescriptive Teaching for Improving Word Recognition Skills," and "Developing Proficiency in the Reading/Study Skills for Content Teachers." The packages, developed in the State Education Department's Bureau of Reading Education cover such areas as literal, interpretive, and creative levels of reading comprehension; sight word knowledge, word learning rate, retention, reinforcement, testing, and correction; and differentiated reading instruction in content areas. Copies of the kit may be obtained from the Cortland-Madison BOCES at $10 each. Address: Lee Schaff, Cortland-Madison BOCES, McEvoy Educational Center, Cortland, NY 13045.

STATE: NORTH DAKOTA

CONTACT PERSON: Ms. Ethel Lowry
Right to Read Director
Dept. of Public Instruction
State Capitol
Bismarck 58505
(701) 224-2292

The Right to Read Effort in North Dakota, published in October, 1976.

This brochure outlines the goals of the National and State Right to Read Program.

North Dakota Right to Read, published in June, 1977.

This brochure outlines the roles and responsibitilites of the school staff and community for reading program improvement.

Criteria for Excellence in Reading in North Dakota, published in Auguast, 197/.

Outlines standards which should be achieved for reading programs.

STATE: OHIO

CONTACT PERSON: Miss Margaret Lloyd
State Right to Read Director
Ohio Dept. of Education
Room 615 - Ohio Dept. Bldg.
65 South Front Street
Columbus 43215
(614) 466-2979

TEACHING EARLY READING is designed for the teachers of young children in the kindergarten-primary continuum. The purpose of the publication is to reinforce good teaching and encourage the creativity of new ideas. The content may be used by teachers for either individual or group study. Throughout the book, suggested teaching methods are compacted for ready reference.

CHARGE: $2.60 for the publication plus postage of $.90 per copy.

The Teaching Teen Reading Series is designed for the use of teachers of the content subjects in the upper elementary, middle and high school levels. The individualized inservice packets are a practical resource for teachers who have a question regarding reading instruction which requires a concise readily usable answer. The series includes nine packets:

I. The Assessment of Print Materials - Guidelines for the selection and assessment of print materials

II. The Assessment of Student Groups - Assistance in analyzing student groups as a basis for diagnostic instruction

III. Literal Comprehension in the Content Areas - Methods to assist students in reading for specific facts

IV. Interpretive Comprehension in the Content Areas - Ways to help students gain meaning beyond the location of single facts

V. Vocabulary Development in the Content Areas Through Word Recognition Skills - Varied approaches to help the students with word identification, discrimination and pronunciation

VI. Vocabulary Development in the Content Areas Through Word Meaning - Guidelines for teaching independence in vocabulary use

VII. The Sequence of a Reading Lesson - Components of the instructional procedure for a directional reading lesson

VIII. Individualization in the Content Areas - Suggested teaching strategies for differentiating reading instruction

IX. Uses of Reading-Study Skills - Assistance for teachers in motivating students to read for information, pleasure and enrichment

CHARGE: $8.25 for a set of nine books, plus postage of $.35 per set.

WRITE ON: TEACHING WRITTEN COMMUNICATION was prepared to meet an evidenced student need. Research studies show a marked decline in student writing competencies. The purpose of this inservice resource is to reinforce good teaching practices as well as to assist teachers in employing varied approaches for teaching written communication.

The publication is designed primarily for the use of language arts teachers in the secondary schools. However, the resource has practical information for all teachers as they relate the skills of written language to the various disciplines. It is suggested that language arts teachers may review the WRITE ON publication and then, in the role of a teacher-leader, present and discuss the content with groups of colleagues.

For practical purposes, WRITE ON is divided into two major sections which deal with functional and creative writing.

FUNCTIONAL WRITING

Sentence Building
Paragraph Building
Outline Building
The Letter (business and personal)
Application Forms
News and Report Writing
Essay Tests
The Research Paper

CREATIVE WRITING

The Short Story
The Novel and Drama
The Autobiography
The Biography
The Essay
Poetry

The format which provides for ready reference includes: an objective for teaching a particular form or writing skill, an instructional concept, and suggested application with learners. The self-corrective pre-test is intended for personal use in identifying particular instructional information or an individual teaching interest.

CHARGE: $1.25 for the publication plus postage of $.25 per copy

STATE: OREGON

CONTACT PERSON: Dr. Ninette Florence
State Right to Read Director
Dept. of Public Instruction
942 Lancaster Drive, N.E.
Salem 97310
(503) 378-8233

- Right to Read Brochure (Updated 1977) - Used to publicize the Right to Read effort in Oregon

- Right to Read in Oregon Newsletter, January 1977. This is disseminated to all school districts, public and private and other Right to Read State Directors

- Plan to Read - A Task Force of 72 people from different walks of life contributed to the compilation of this publication. It is a first in a series of reading publications.

- Reading Resources 1976-77 (Now being updated for 1977-78), is the second in the series of reading publications. It lists resources available in Oregon to help reading instruction. Organizations, agencies, the Department of Education and the Oregon Textbook Representatives list their areas of reading program development, technical assistance, publications, and training or inservice activities.

- Reading in the Secondary School 1977-78 is the third in the series of reading publications. This publication summarizes some of the responses by reading teachers in Oregon to questionnaires on major reading problems encountered by secondary teachers.

STATE: PENNSYLVANIA

CONTACT PERSON: Ms. Wilhelmina Taylor
State Right to Read Director
State Dept. of Education
Box 911
Harrisburg 17126
(717) 787-3976

5 informational and motivational TV spots.
Video tape programs on Pennsylvania's Reading/Communication Arts Plan.
Comprehensive Reading/Communication Arts Plan.
Criteria for Excellence for Reading/Communication Arts Programs.

STATE: SOUTH DAKOTA

CONTACT PERSON: Ms. Marles Wilson
State Right to Read Director
Division of Secondary/Elementary Ed.
New State Office Building
Pierre 57501
(605) 224-3139

Individualizing with Reading Contracts

South Dakota Standards of Excellence in Reading

Sign Posts and Check Points for Elementary Reading

Comprehensive Planning for Curriculum Process On Target

"WHAM" - Wheels Help and Motivate

STATE: TENNESSEE

CONTACT PERSON: Dr. Elizabeth Green
State Dept. of Education
Mid-Cumberland District
309 11th Ave., South
Smyrna 37167
(615) 459-6941, ext. 273

"Begin in Delight - End in Wisdom" - Pocketed Folder of 10 Components of a good reading program.

Tennessee Criteria of Excellence in Reading - List of elements essential to a well-planned comprehensive reading program.

The five components which have been identified as essential are:

1. School and Community Commitment
2. Staff and Staff Development
3. The Learning Environment
4. Program Development and Implementation
5. Instructional Materials

(each section (of 5) contains criteria that fall within one component + a rating sheet to be used as a guide in determining the extent to which a program meets each criterion)

Tennessee Right to Read Fact Sheets - The Four published in 1976.

Vol. I No.1 The Tennessee Right to Read Program explained. Plans to develop two series of modules Reports from each District (9 Developmental)

Vol. II No.2 The introduction of the TN RTR Advisory Council

Statements by various educational leaders who have been involved -- including the wife of Tennessee's Governor and "Minnie Pearl", who serve as honorary chairmen of RTR.

Vol.III No.3 Involvement of the Nine Right to Read District Clusters (Discussion of each district's development of the RTR Plan in their individual districts.)

Vol. IV No.4 The concept of - An Expanded Reading Curriculum - showing successful teaching strategies which make reading and study skills an integral part of instruction.

The four categories are:

1. Finding ways to help students master the HEAVY VOCABULARY LOAD IN EACH SUBJECT

2. Providing students with direct instruction in class in COMPREHENDING, ORGANIZING, SUMMARIZING, AND RECALLING CONTENT MATERIALS

TENNESSEE (CONT.)

3. Teaching students to USE A TEXTBOOK EFFICIENTLY

4. Encouraging VOLUNTARY AND SUPPLEMENTARY READING and GIVING ASSIGNMENTS WHICH NECESSITATE the USE OF MANY SOURCES OF INFORMATION

The Right to Read CATALOG OF MODULES

A major objective of Tennessee RTR Program is to promote total school programs for the improvement of instruction in reading. Therefore all school personnel must reflect commitment to the common goal of literacy if the school is to provide opportunities for every student to become as highly literate as his ability and efforts permit.

The Catalog of modules presents actual demonstrations showing how the concept of total school reading programs has been developed by each of the nine developmental districts in Tennessee. Subjects vary from Kindergarten, elementary, middle grades. career and vocational opportunities, high school level, and adult basic education.

There were 33 modules produced - pre-school through adult. (See catalog of modules)

Everyone's Benefit: READING IN THE CONTENT AREAS

This booklet shows some ways to teach content area through reading. Discussion on poor readers, how to cope with this problem, how to gear the content of the textbook to the educational needs of the class, - starting point of discovery - other resources - panel of speakers, good quality films, filmstrips, tapes, etc., (non-print sources for non-readers such as field trips, role-play, and other resources), vocabulary games to pre-teach words that students need to know for the particular assignment, a plan for a directed reading lesson - all assignments should have an objective and a rationale - materials and equipment need to be collected for convenience - dramatic effect depends on props - and last, organizing a reading lesson involves reading readiness.

In order to be a skilled reader in any content area, one must:

1. have a reason to read
2. understand the basic terminology
3. be able to relate the reading to personal experience
4. be able to DO something with the knowledge learned from a book

Learning to read well requires the involvement of a student, and the assurance that what he or she is doing has direct relevance to a life need or goal.

Students Look at Folklore, Fact and Fancy of Early Bedford County

Heritage of students of their home county

Heritage of Bedford County - a look at the heritage of their home county. - a study and collected old sayings, old remedies, weather predictions, old tales, old superstitions, and other interesting things - triggered the development of this very interesting booklet. It was prepared by fourth, fifth and sixth grade students.

Home-School Involvement in Reading

This booklet consists of opinions of one district's educators at a district workshop. The subjects covered were:

1. The Accelerated Reader
2. The Slow Reader
3. Suggestions on ways to make reading more enjoyable for the student
4. Working with parents to improve student's reading ability
5. Sub-grouping in the teaching of Reading
6. Major problems encountered in the teaching of Reading

Fayetteville's Flash

A collection of creative efforts by students on the sixth grade level at one district area.

"Once the writing ability is acquired, the problem of decoding words in a reading situation is simplified."

This booklet consists of writings accompanied by illustrations. It includes poetry, short compositions, and ideas - philosophy - and is beautifully illustrated with drawings by the students themselves.

STATE: TEXAS

CONTACT PERSON: Dr. Celestia Davis
State Right to Read Director
Texas Education Agency
201 East 11th St.
Austin 78701
(512) 475-2608

TITLE	DATE OF PUBLICATION
Essential Reading Objectives (brochure)	1975

Leadership Training Modules

Strand I. Leadership in Awareness and Communication

I.1 Local, State and National Right to Read Efforts
I.2 The Change Process
I.3 Interpersonal Communications
I.4 Leadership, Persuasion and Organization to Develop Commitment and Action for Right to Read
I.5 Identification/Utilization of Community Resources for Reading Improvement

Strand II. Management and Planning Skills

II.1 The Planning Cycle
II.1a Needs Assessment
II.1b Establishing/Ranking Priorities
II.1c Developing Action Goals
II.1d Specifying Objectives - Product/Process
II.1e Program Implementation
II.1f Program Monitoring
II.1g Evaluation Systems
II.1h Re-Planning
II.2 Selecting/Validating/Interpreting Reading Tests
II.3 Evaluation and Selection of Reading Materials
II.4 Personnel Assessment

Strand III. Reading in the School Curriculum

III.1 Strategies for Teaching Reading
III.2 Assessment of Pupil's Reading Skills
III.3 Personalized Teaching Techniques
III.4 Scope and Sequence in Reading Programs
III.4a Beginning Reading Programs
III.4b Elementary Reading Programs
III.4c Secondary Reading Programs
III.4d Adult Reading Programs
III.5 Reading in the Content Areas
III.6 Reporting Systems in Reading
III.7 Learning Environments in Reading
III.8 Reading Strategies for Bilingual/Bidialectical Students
III.9 Development of Plans for Use of Volunteers

TEXAS (CONT.)

TITLE	DATE OF PUBLICATION
Learning Partners: (series of brochures)	
Art and Reading	1975
Business Education and Reading	1976
Reading and Creative Dramatics	1975
Music and Reading	1975
Physical Education and Reading	1976
Second Languages and Reading	1976
Promising Practices and Reading	
The Texas Right to Read Effort (a plan of action)	April 1976 reprinted annually
Twelve Exemplary Programs with forward by Texas Commissioner of Education	Fall 1976

STATE: UTAH

CONTACT PERSON: Dr. Nancy B. Livingston
Specialist Reading Education
Utah State Board of Education
1720 University Club Bldg.
136 E. South Temple
Salt Lake City 84111
(801) 533-5061

Utah State Right to Read Program - Standards of Excellence
Utah State Board of Education - Position Paper - Reading Education
A Report on the Uath Reading Status Survey

STATE: VERMONT

CONTACT PERSON: John Thomas Poeton
State Dept. of Education
State Office Building
Montpelier 05602
(802) 828-3111

Brochure: Right to Read Learning Resource Centers

A description of the six Learning Resource Centers in various parts of the State and the materials that each contains.

Vermont Right to Read Assessment, 1975-1976 by Dr. Ted Cromack, Johnson State College, Vermont.

STATE: VIRGINIA

CONTACT PERSON: Mr. Bernard R. Taylor
State Right to Read Director
Director of the Division of Elementary Education
State Dept. of Education, P.O. Box 60
Richmond 23216
(804) 786-2679

The State of the Art of Reading in Virginia
Reading Instruction in Virginia Schools
Standards of Excellence for Reading Programs in Virginia

STATE: WASHINGTON

CONTACT PERSON: Mr. James Click
Right to Read Director
Office of Superintendent
and Public Instruction
Olympia 98504
(206) 753-6752

MATERIALS USED FOR TRAINING AND TECHNICAL ASSISTANCE

1. Assessment and Planning

   RIGHT TO READ ASSESSMENT AND PLANNING HANDBOOK

2. Miscellaneous Publications:

   Brochure: "A Unique Thrust and Focus--A Total Effort"

   Simplified Levels of Comprehension

   So You Want to Start a Reading Skills Center for Secondary Students

   Steps to Study Skills

   Video Tapes:

   "A No-Failure Reading Program" - Dr. Hugh Schoephoerster, Minnesota, Filmed in 1977, these are two-hours of lecture

3. Overview of Right to Read and Philosophy

   List of Right to Read Districts, ESE
   Job Description - Right to Read Director

   Handouts

   The Learning Cycle
   Plan of Action (works
   Plan of Action (sample)
   Model Job Description for Reading Director in Right to Read Districts
   Procedure for Developing a Philosophy for a Reading Program
   Inservice Planning
   Objectives for Right to Read Training Seminars

   How to Evaluate a Series

WASHINGTON (CONT.)

Handouts

Outline of Basic Reading Materials Synthetic/Analytic
Form for Evaluating a Reading Teachers Manuals & Management Training
Textbook Evaluation Form
Reading Series Evaluation - Harcourt, Brace, Jovanovich
The New Open Highways - Scott Foresman
Harper Row, Macmillan, Ginn 720
Reading Unlimited, Scott Foresman
Economy, Lippincott, Heath & Co., Merrill
Laidlaw, Houghton Mifflin
What is the purpose of a Basal series?
TEST - What is the purpose of a basal series?
Criteria for Evaluating Reading Programs - White River School District
Training Activity Evaluation

STATE: WEST VIRGINIA

CONTACT PERSON: Glen W. Cutlip
State Dept. of Education
Capitol Complex, Bldg. 6
Charleston 25305
(304) 348-2705

Educational Goals for West Virginia
Reading Achievement Task Force
A Program for Improving Reading Achievement
Indicators of Effective Inservice Instructional Package

STATE: WISCONSIN

CONTACT PERSON: Dr. Eunice Bethke
State Right to Read Director
State Dept. of Education
126 Langdon Street
Madison 53702
(608) 266-2799

Collection of Annotated Reading Tests and Measurements
The Individualized Reading Program: Can It Succeed?
Reading Comprehension in the Content Fields
Children's Language Acquisition

CHAPTER IV - SUMMARY OF FINDINGS AND CONCLUSIONS

This chapter will review the findings presented in Chapter III and draw certain conclusions from the data.

In the interest of clairty, the information in this chapter will be presented under the four (4) major areas that were investigated:

- Training Programs for LEA Personnel
- Comprehensive Planning
- Technical Assistance
- State Education Agency Task Force

PART A - Training Programs for LEA Personnel

Data in this section indicate that of the thirty-nine (39) State Education Agencies represented at the OE sponsored regional meetings, only five (5) did all of the Right to Read LEA Administrator training while twenty-six (26) States called upon staff of in-state Higher Education institutions for between 5-80 percent of the training. Eighteen (18) States reported that they capitalized on the expertise of previously trained LEAs while seventeen (17) States retained consultants to do between 5-60 percent of all LEA Administrator training.

In terms of LEA staff positions receiving the training, thirty-six (36) States go well beyond the requirement for training local reading directors, or coordinators; also included are LEA reading specialists, school building principals and classroom teachers.

Over half of the States at the conferences reported that all aspects of needs assessment received the most emphasis during the LEA Reading Director's training sessions. This was followed, in terms of topics emphasized, by "Reading in the Content Areas" and "Leadership Skills and the Total Right to Read Process."

Workshop evaluation, use of evaluation forms, performance reports and pre-post testing of participants are the major ways that thirty-one (31) State agencies determine the success of LEA Director training. Six states used subjective and/or objective means of evaluating while one state reported as having just initiated their LEA Director training.

When the subject of the factors that States believed contributed to the success, or lack of success, of the topics for LEA Administrator training came up in the discussions, nine states reported that their single major success factor was the "personality" of the trainers. Developing a closer working relationship between the state agency and local school districts, improved understanding of the total reading process on the part of school principals and strong support from the Chief also were major contributing factors in ten states.

Based on the data reported by the State Directors, the following conclusions relative to State Training programs for LEA Administrators appear valid:

1. With the exception of one State that is just beginning its training phase, all other states are heavily involved in LEA Administrator training.
2. Approximately one half of all the States reporting indicate they use other professional educators as resources to supplement and complement the SEA role in LEA Administrator training. Those other resource people were from Higher Education, previously trained LEAs and from private consulting agencies.
3. It would appear that there is a relationship between the fact that training is provided to classroom teachers and school principals and the fact that needs assessment ranks the highest among topics receiving the most emphasis in LEA Reading Director training.

4. Since 81 percent of the States reporting state they determine the success of their training programs through purely objective means, it can be concluded that States take very seriously this component and strive for improvement.

PART B - TECHNICAL ASSISTANCE

This section deals with various technical assistance services provided to local education agencies through the State Leadership and Training Program.

During the seminars with State Directors, one phase of the discussion centered around the types of technical assistance that were requested most by LEAs. Of thirty-eight (38) States, twenty-six (26), or 68.4 percent, reported that they get the most requests for aiding LEAs to design inservice programs. These have been primarily to plan and assess LEA reading programs and to upgrade the competencies of elementary level teachers to teach reading. The next most requested technical assistance service, reported by twelve (12) SEAs, is that of providing strategies to improve the skills of content area teachers to become more competent in dealing with classroom reading problems.

Another aspect of the seminar discussions took up the issue of the percentage of technical assistance that was provided to LEAs. Thirty-four (34) states reported that the SEA Right to Read Staff's involvement ranges from 10-100 percent. Higher Education personnel provide technical assistance to LEAs in twenty-two (22) States. Their involvement ranges from 5-80 percent. Seventeen (17) States, or 46 percent, utilize the expertise from professional educators in previously trained LEAs. Of the thirty-seven (37) States at the conferences, fourteen (14), or 38 percent, do use either outside consulting agencies or personnel from regional and county offices to provide technical assistance to local education agencies.

In terms of what staff persons, or groups, at the LEA level receive the technical assistance, twenty-nine (29) States, or 74 percent, report that the largest percentage of T/A service rendered is provided to the LEA Reading Director or Coordinator. However, all thirty-six (36) States also provide technical assistance to classroom teachers. Almost the same is true of T/A provided to LEA reading specialists, LEA principals and other LEA staff personnel.

Approximately 31 percent of the reporting States determine the success of their T/A visits through evaluation forms and records which show requests for additional T/A to be provided.

Ten states or 25 percent, depend upon the opinion of the recipients to document their successful technical assistance activities.

The three (3) major changes that have taken place in states as a direct result of the technical assistance provided through the State Leadership and Training Grants are those of increased emphasis on reading in the content areas, improved communication between the State Agency and local education agencies and much more statewide awareness about reading.

Based on the data reported by the State Right to Read Directors present at the regional meetings, the following conclusions relative to Technical Assistance appear valid:

1. All thirty-eight (38) States that reported on this issue are very heavily committed to providing technical assistance services to the LEAs in their State that request T/A.

2. At least 50 percent of the States in this study capitalize on in-state expertise to complement and supplement the State Education Agency role in providing technical assistance services to LEAs.

3. It would appear that a strong relationship exists between the major changes that have taken place in States as a result of the T/A provided and the recipients

of the services. For example, approximately 90 percent of the States provide technical assistance to classroom teachers and school principals while at the same time, all States are also reporting that reading in the content areas, improved communications between the SEA and LEA and more statewide awareness about reading are taking place.

4. With 82 percent of the States reporting that they determine the success of the technical assistance services through objective means, this study appears to indicate that the type of T/A provided is effective and appropriate to the needs of the LEAs receiving it.

PART C - STATE EDUCATION AGENCY TASK FORCE

This section of the final report deals with various aspects of the effectiveness, or lack of it, of the SEA Task Force. Chief State School Officers voiced a concern about their "in-house" Task Force since it is a required component for State Leadership and Training Grants under Subpart F, Federal Register, May 26, 1976.

In terms of the SEA staff positions represented on the Task Force, 82 percent have one or more representatives from ESEA Title I. Adult Basic Education is represented in 74 percent of the States and Programs for Exceptional Children in 69 percent of those reporting. In significantly smaller numbers were staff persons representing Indian education, urban education, Career education, Department of Corrections, State Legislatures and Higher Education.

In almost half of the thirty-nine (39) States in this study, the membership of the SEA Task Force is selected by the State Director with the "official" invitation coming from the Chief.

Over one half of the States in attendance at the seminars stated that they did not see the need for additional SEA staff positions to serve on the Task Force. On

the other hand, the balance of the State Directors felt that certain other positions would strengthen their Task Force.

In terms of whether or not State Directors perceive the SEA Task Force to be effective, thirteen States, or 34 percent, report the Task Force being partially effective while 26 percent definitely see their Task Force as having made a contribution. On the other hand, thirteen States were either negative or not certain.

When the discussion turned to spelling out the indicators of effective coordination between and among state level programs with a reading and/or reading related component and the SEA Task Force, the most effective aspect of coordination is in the area of ESEA Title I. Slightly over one-third of the States, 34.2 percent, reported a much stronger working relationship has been established between the Task Force and the role of Title I.

When State Directors attempted to relate the effectiveness of the SEA Task Force and the frequency of their meetings, twenty-three (23) States reported that there is little or no relationship between frequency of SEA Task Force meetings and the effectiveness of the group. Five States, or 12.8 percent of those reporting, are in the process of revising the Task Force.

On the larger issue of whether or not the Chief State School Officer is advised directly by the Task Force on policy related to reading coordination, twenty-seven (27) States, constituting 69 percent of the total reporting, indicate that either the Task Force does not advise directly the Chief, or it is not known for certain that it is done. The other twelve (12) States have the Task Force reporting to the Chief through the Agency structure.

In more than half of the reporting States, twenty-one (21), the Chief State School Officer does not have a role in the policies of the Task Force and, therefore, does not influence its effectiveness.

Twenty-nine (29) States, or 74.3 percent, do not feel that additional Federal

funding would increase the effectiveness of the SEA Task Force.

Half of the States taking part in the OE sponsored seminars reported that limitation of time and the level of the staff position were rather severe constraints to the overall effectiveness of the Task Force. An additional constraint that surfaced was the fact that many SEA staff persons apparently jealously guarded their own program.

Based on the data reported by State Right to Read Directors at the four (4) OE sponsored conferences, the following conclusions relative to the State Education Agency Task Force appear valid:

1. Although five (5) States reported that their Task Force is presently being revised, all thirty-nine (39) States in this study report the existence of an SEA Task Force. This complies with the Federal mandate.

2. It would appear that the Chief State School Officer in twenty-seven (27), or 69 percent, of the States had a role in the composition of the Task Force. Either the Chief appointed directly the SEA staff persons or accepted the recommendations of the State Right to Read Director.

3. With twenty-five (25) States, or 66 percent, reporting that their Task Force has already made a contribution to the State Reading Effort or has been only partially effective, it would appear that State Education Agency Task Forces do serve a role in conformance with the role defined through the Federal regulations. This is further substantiated by having slightly over one-third of the States reporting a much stronger working relationship with ESEA Title I.

4. It would appear that there is little relationship between effectiveness of the Task Force and the number of times per year that the Task Force meets.

5. There would appear to be a relationship between the decision making power of certain members of the Task Force and the overall effectiveness of the Task Force.

6. It is interesting to note that although the Chief State School Officer in almost one-half of the States is kept informed of the activities of the Task Force, more than half of the States report the Chief has no role in the policies of the Task Force and, therefore, probably does not influence its effectiveness.

7. There does appear to be a relationship between the constraints to internal coordination by the Task Force and the amount of time that certain members can devote to the Task Force. In addition, the level of the SEA staff position may also impose a constraint.

PART D - COMPREHENSIVE PLANNING

In this part of the seminar, State Directors and the Project Director engaged in a discussion which centered around the Right to Read concept of Comprehensive Planning. State Directors responded by identifying various major groups, or agencies, either within the State Education Agency itself or within the boundaries of the State that may have been instrumental in cooperating with the State Right to Read staff in addressing the components required for State Leadership and Training Grants.

In thirty-two (32) States, there was direct involvement between State level personnel from ESEA Title I, the SEA Task Force and the State Right to Read Staff in the comprehensive planning for reading in those States. In twenty-five (25) States, the State Advisory Council for Reading aided in the planning of dissemination strategies. In thirty (30) States, the State Advisory Council had direct involvement in the design of the State's Standards of Excellence.

Based on the known data for Comprehensive Planning, the following conclusions appear valid:

1. Virtually all of the States involved in this study utilized the resources and expertise of numerous groups and agencies to assist in the Statewide effort of comprehensive planning for literacy.

2. It would appear that the State Advisory Council for Reading and the SEA Task Force had strong roles in the planning efforts.